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ABSTRACT

Teaching techniques and ideas for improving language instruction, developed by classroom teachers, are described in this pamphlet. Presented in two parts, the first section identifies innovative programs in the State of Washington and groups them by topic. Part two is a compilation of proven classroom techniques, also listed topically, and other activities for teachers wishing to supplement their language textbooks. Interested teachers are urged to write directly to the source for further information. A final section provides similar information for college language teachers. (RL)

ED 071534

PROJECT FLITE

Foreign Language Idea and
Technique Exchange

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Washington Foreign Language Teacher Ideas
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Supervisor of Foreign Language Programs
1972

Louis Bruno
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Olympia, Washington

FL 003 927

FOREWORD

In March of this year (1972) Washington foreign language teachers were invited to participate in Project FLITE, which translates to Foreign Language Idea and Technique Exchange. Teachers were asked to send contributions covering two areas: (1) To identify any unusual, different, or innovative programs in which they were involved and, (2) To describe any extra-textbook interest activity or technique which had been used with success in their classes.

The first part of the project was intended simply to obtain general information about innovative programs and where they might be located. Descriptions are brief and more complete details must be obtained from the teachers themselves.

The second part of the project involved actual descriptions of classroom activities or techniques that had been utilized with success. Hardly any editing has been done and contributions appear much as they were written, although the material has been rearranged to fit under suitable categories. Readers are urged to communicate directly with the teachers involved if more information is needed. Descriptions of college and university programs have been reported as they were sent in, and have not been rearranged as were other contributions.

Project FLITE represents one effort to record the accumulated experiences of many teachers and make them available to all. The principle has great promise and sincere acknowledgement must be made to the many teachers who participated, thereby giving credence to the belief that it is indeed worthwhile to solicit the assistance of all in the effort to solve mutual problems.

KC
Olympia, 1972

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S E C T I O N I

LOCATION OF INNOVATIVE OR UNUSUAL PROGRAMS

Teachers were asked to identify any unusual, different, or innovative programs in which their school might be involved. The purpose here was simply to locate these programs so that other teachers could get more information about them if desired. Most of the programs seem to fall into the same categories.

CLUSTER SCHOOLS CONCEPT

The Tyee High School service area (in the Highline District) will be taking part in a Title III Planning Project involving the formulation and realization of the Cluster Schools Concept. It remains to be seen what effect this will have on foreign language teaching although it may open up the way to offer more language courses and possible to re-activate a foreign language program for the elementary students.

Mrs. Joanne Lonay
Tyee High School, Seattle

CONVERSATION COURSE

Conversational Spanish Course: Open to all students. Target: To enable students to handle situations should they plan to visit a Spanish-speaking country. In other words, to get along in Spanish. Material and source of material - syllabus put together by teacher which includes situational dialogues such as checking in at the hotel or boarding house, shopping (en el almacén, or la zapatería, or la papelería, etc...), at the post office or the restaurant. Source is Mario Pei's Getting Along in Spanish. Methodology is audio-lingual presentation, skits with props, manipulation of questions and answers to get away from the method of questions and cued responses. This is a semestral course; credits are not applicable toward college entrance requirement. Students' evaluation: good and practical course which needs discipline to learn it; definitely against pass/fail as survey indicated because an "A pass" will not be distinguished from the "C or D pass".

Mrs. Clarita B. Ellison
Langley High School, Langley

EXPLORATORY COURSES

We have an "Introduction to Foreign Language" class which has been quite successful.

Seventh and eighth graders take this elective class. (A ninth grader may occasionally take it, especially if he has not yet begun a foreign language, and expects to do so later in high school.)

It is a semester class. The student takes 6 weeks of German, 6 of French, and 6 of Spanish. At the end of the six-week period, the student moves to a different teacher. He is required to keep a notebook which includes any material handed out by the teacher, material written on the board for his use by the teacher, any projects which he has made, completed quizzes, etc. This is checked by the teacher at the end of the six-week period and should be satisfactory when he goes on to the next teacher and language.

The student learns simple things in the language....counting, greetings, family members, weather, songs, foods, games, etc. Cultural films are also shown, and, of course, discussions and talks about the country and people are given by the teacher and anyone else available.

Students learn what each language is like....it takes the mystery out of foreign language. He learns whether or not it is pleasing to him, the ease or difficulty of pronunciation and learning, etc. The class helps the student to decide which one he would like to study, or whether or not he wants to study foreign language at all.

GRADES??? It is a pass-fail class. It is generally expected that the student will pass oral quizzes with at least 50% mastery (they are sometimes written quizzes), and that he will attempt any small project. He will also keep the notebook in which there are 3 sections, one for each of the three languages he studies. The student does not fail if he meets the criteria in at least one of the three sections..either French, German, or Spanish. Therefore, very few fail.

Evelyn C. Painter
Carmichael Junior High, Richland

The purpose of an 18-week course in "Introduction to Foreign Language" is to create an interest and an acquaintance with our own and foreign languages.

Course Outline:
2 weeks - Introduction to Language
I. Non-verbal and verbal communication
    A. Signs and symbols
    B. Pictographs
    C. Rebus
    D. Codes

I use the Dell books LOOK AND LEARN in all the courses. The students buy their own books.

continued

2 weeks
II. Early civilizations and contributions
    A. Caveman
    B. Sumerian and Etruscan cultures
    C. Egyptian culture
    D. Greek
    E. Roman culture
    F. English origin
    G. Alphabets

3 weeks
III. Introduction to Latin
    A. Roman history
    B. Study of sentence structures

4 weeks
IV. Introduction to Spanish

4 weeks
V. Introduction to German

3 weeks
VI. Introduction to French and Italian

Janet Leth
Centralia Junior High, Centralia

GROUPING

In third year German the course is divided into two sections:

1. College preparatory course - a regular course with advanced grammar.
2. Reading and conversation course - stressing the practical application of FL.

Marie Daneš
Puyallup High School, Puyallup

HOLDING ON TO THE WEAK STUDENT

To hold on to the weak student - weak in written skills - all students work with partners on assignments, written and oral work. I try to match a strong student with a weak one to work together. I circulate continually while learning, I hope, is going on to answer questions that they can't figure out on their own. Most of the work is done in class time the first year so the learning is done with as much assurance as possible.

continued

When there are quizzes or tests, students contract for a B if they use their books for getting information, as the best possible grade they can earn. It is interesting that the students who use their books still make errors. It takes real skill to use a book accurately. But this technique gives the weak student the tools he needs to do his work with some satisfaction. If he does his work without any assists, he will feel failure early and get discouraged. He drops the class because he meets too much failure in the very beginning. Students admit their weaknesses easily with this method and aren't ashamed of them, nor do they try to rationalize their lack of interest in the class. I have held on to so many more students this year. Their faces show good attitudes, real satisfaction with learning Russian. Some have given up their books and are confident enough to do work without books.

Sonja P. Harmon
Columbia High School, Richland

INNOVATIVE ELECTIVES

Proposed Program - The foreign language teachers wanted to give students a chance to sample different languages before landing in a class for a full year. The reading teachers were alarmed at the growing number of junior high students unable to read beyond third grade level. Our solution was to take one of the two seventh grade electives and divide it as follows:

12 weeks Reading (required, all 7th graders)
and (choose two)
12 weeks French
or 12 weeks Spanish
or 12 weeks Art Appreciation
or 12 weeks Music Appreciation.

Second and third year students have responded fantastically to a brief introduction to another language. My Spanish students are currently beginning French and loving it. They haven't been this enthused since their first days in Spanish.

Susan Austin
Seahurst Junior High School, Seattle

MINI-COURSES

At the counselor's request, several years ago we included in the curriculum a few one quarter courses called French Heritage, German Heritage, etc. The few times we had enough enrollment to teach them they went very well. Aimed at the low man on the totem pole, they were easy, no homework, largely culturally oriented courses. But the term "heritage" seemed to scare off the types of students we wanted to attract. We have now renamed the courses "mini" courses in French, etc. and are hoping for a jump in enrollment. We offer the courses regularly but find they are most useful in the spring when our enrollment tends to drop and we have more FL teaching hours than we have classes. (We are on the trimester system.)

Dorothy Gonsalves
Sehome High School, Bellingham

We are using mini-courses in this school and on-the-job training with high school credit, with a trimester system. With the use of mini-courses and the language lab, we can offer five language courses. We have games and food on Fridays, using games in each language. The cooking of food has been a great influence in interesting students in the courses. The delicious smell pervading the halls is a great draw. I have the Time-Life books on cooking in various countries.

Edith Nelson
Twisp High School, Twisp

SPECIAL GROUPING OF STUDENTS

If in the beginning Spanish classes, a teacher has enough students with Spanish background to make a class, I recommend that they be separated into a section of their own. You should explain to the students and to the administrators that you are doing this to prevent these Spanish students from getting bored by the tedious repetition of a beginning language section. By doing this, your remaining sections will run a little smoother, the Spanish students will be benefiting more because they will be advancing at their own level, and the other students will not feel like they are competing with people that have a head start on them.

Ruben Cedeño
Othello High School, Othello

SUPPLEMENTING THE TEXTBOOK

Tyee Junior High, like all Bellevue secondary schools, is involved in tailoring supplementary materials to use with VIV: work books, games, films and filmstrips, and cultural units.

Steven Hitchcock
Tyee Junior High School, Bellevue

TRIMESTER

Cedar Heights has gone to a trimester system, where the year is broken down into three grading periods instead of the usual four and all study halls are cut out. We have seven forty-five minute class periods in the day. There are certain basic requirements for each grade level and once the student fits these into his schedule then he may select classes from a list of electives to complete his seven periods.

Janet Strand
Cedar Heights Jr. High, Port Orchard

TUTORING

Student tutoring is done after a long absence or if students need additional help.

Marie Daneš
Puyallup High School, Puyallup

INDIVIDUALIZED PROGRAMS

Centralia Junior High School has an individualized program.

Janet Leth
Centralia Jr. High School, Centralia

About one lesson a month is set aside for individual or small group studies. The students choose the area they want to work in. This is usually reviewing certain sections or working on topics of special interest. (Tutoring is involved).

Caution: Students must have definite plans for the day, approved by the teacher. The teacher is helping, supervising, and checking.

Marie Daneš
Puyallup High School, Puyallup

In the coming year Federal Way High School is offering Spanish I and French I on both an individualized and a traditional program. We feel that this is a further step toward individualizing, since some students need a traditional setting. (We now offer only individualized.)

Patricia Kuhlman
Federal Way High School, Federal Way

Modified individual instruction. Students do a lot of the work on their own. Assignments are different according to the student's goal. Grammatical explanations are given to smaller groups. Because of scheduling problems, all students progress at the same rate.

Susan Nees
West Valley High School, Spokane

In our school our principal has been most cooperative in giving me permission to follow a program of individualized instruction in my own classroom. I started this program about a year ago, using it in both Latin and Spanish. In the Latin classes we use Living Latin: A contemporary approach (Ginn). The students come to me individually or in groups for oral recitation, following a worksheet. I feel that I have not yet discovered any especially good ideas that are innovative for these classes. However, the students seem to be progressing better than they have any other year.

continued

I feel that my Spanish classes show the best results from this kind of program. Text--Usted Y Yo (MacMillan)
Individualized instruction:

1. My students have worksheets for each chapter in the book, getting a new worksheet after they have completed a preceding chapter.
2. After finishing each exercise in the worksheet, they take a quiz. (This may be oral or written.) These quizzes are kept in boxes by chapter so they are easy for the students to find.
3. When the quizzes of each chapter are all successfully completed, the students are ready for the chapter test on which they must achieve an 85% at least. They may take the test as many times as necessary to receive the necessary grade.
4. The students keep their own record of quizzes and chapters completed. They also have a calendar of weeks, so they can see how they are progressing timewise. I check records periodically.
5. In my grade book I keep only a record of their final chapter grades. Since we are on a traditional grading system, the A and B grades require additional work.
6. Each day we work as a class for part of the period. Here we may have a movie, film strip, tape, question and answer period, or games.
7. At the end of the year I plan that each student will take a test to show me how well this system is working.

I got my ideas for this method of individualized instruction from a meeting in Shelton sponsored by the Foreign Language Program at the University of Washington just about a year ago. Mr. Harry Reinert of Edmonds and Mrs. Betty Hoch at Kelso have both been most generous in helping me.

Mrs. Kathleen M. Smith
West High School, Bremerton

Individualized progress has swept our department like a tornado and has been very successful for those students who are highly motivated and pursue study of Spanish with little difficulty. They are able to organize their own study with guidelines set by the instructor. This method enables faster students who would otherwise be held back to progress as rapidly as they are able. The less motivated, slower and average students work more effectively under structured teacher guidance with definite deadlines set on materials.

It is my opinion students should be given the choice between two class sections: one section called Spanish-Individual Progress and Spanish-class-structured. Some students work more effectively under one than the other.

Mrs. D. R. Zimmermann
2115 - 31st Avenue W., Seattle

Our district held a summer workshop of 3 days during which we determined standards and developed materials for individualizing our texts for 1st and 2nd year French and Spanish. The result was a "programed" text which students cover at their own rate. We have individualizing within a "traditional" set up, (i.e. no lab, regular schedule, no para-professionals, no extra financing) using the few tape recorders on hand.

Mrs. Shirley Garrison
Federal Way High School, Federal Way

I am interested in individualizing foreign language instruction and had an individualized progress program at the second year level this year and an individualized content program in third year. Neither program was spectacularly successful, but I would be happy to share what I learned and what I did with others.

Sam Saltonstall
Hazen High School, Renton

For the first time, Latin students in Shelton are allowed to do their Latin at their own speed. One credit can be earned even if the student requires twenty-seven weeks instead of the traditional eighteen weeks to complete eight units of work. He may earn his credit in less than eighteen weeks, but if he does not complete it within twenty-seven weeks, he must start over. I have committed myself to work with them, by appointment, during the summer if they so desire.

I am really quite concerned about my Latin program now. I happen to be competing for students with German, French, and this year, Spanish. I have only fifteen Latin students and they range from ninth graders to seniors in first year, second year, and Cicero. We alternate Vergil and Cicero, thereby making four years available if the student begins the program as a ninth grader. All of these classes are carried on in the same room during the same hour. It is a busy class, but I thoroughly enjoy it. I am ambivalent about this nine-week leeway. I have almost concluded that there will always be the procrastinator who dilly-dallies beyond self-redemption and this nine weeks does little more than make him more comfortable in his dilatoriness.

Should we change to a trimester system, I believe I shall ask permission to further modify our Latin program. However, the students consistently tell me they highly approve the program as it now exists. I am not sure I have not dug myself into a hole with the silt sifting in on me. I think I may be doing some rather extensive tutoring on my own time to resolve the problems I am having premonitions about.

Mrs. Charlotte Hesser Hilligoss
Shelton High School, Shelton

I have invented a process for using a computer to design INDIVIDUALIZED LEARNING UNITS. This system allows for the use of multi-media or can be restricted to individualized written learning packages. The target student group can be at any level of achievement. The teacher in a subject area merely responds to a set of questions. From the teacher's responses the computer takes over and designs experiences, reviews concepts and tests to determine learning achievement.

The process is called the "Facts System" (Fact Analysis for Computer Designed Teaching Systems), designed by J. J. Nugent, 5904 164th Place S.W., Edmonds, WA 98020.

James J. Nugent
Meadowdale Sr. High School, Lynnwood

For more advanced classes I use a basic point system. An "A" grade means completion of so many points, etc. Within limits, students may choose own areas of study...text, readers, magazines, grammar packets, grammar tapes, etc. I devise my own grammar packets using "Parler et Lire" textbook and workbook; "Amsco" workbook; and P.A.L. tapes. I devise my own packets for "Parler et Lire" and cultural text, "Basic French Reader" by Holt. Students especially enjoy the slides incorporated in each packet. They may use a slide viewer to study the details of each one.

Phyllis Cronkhite
Sehome High School, Bellingham

SECTION II

SUCCESSFUL INTEREST ACTIVITIES OR CLASSROOM TECHNIQUES

Teachers were asked to describe briefly any special classroom techniques or extra-textbook activities that have proved reasonably successful in stimulating or maintaining student interest in foreign languages. These ideas have been arranged under various topical headings, although many of the items could be placed in more than one category. Please contact teachers directly for more information.

ART

I teach about ten units about French artists each year to provide cultural enrichment, diversion from the regular lessons, and a bright classroom. Students enjoy identifying the work of the artists and are interested in their biographies.

1. Biography - I write a short biography in French on the board and the students copy it. Then I elaborate in English and answer any questions.

2. Visuals - Bellevue has mounted paintings available through the district. Some libraries have prints as well. Films, filmstrips and also books provide paintings and biographies.

3. Evaluation - I give a written evaluation with biographical facts in French and a picture quiz. In both cases the student need only write the artist's name.

4. Materials-Biography: encylclopedias and the Time-Life artist series books. Visuals: School district or local libraries may have mounted prints, films, books, filmstrips.

Steven R. Hitchcock
Tyee Junior High School, Bellevue

BULLETIN BOARDS

I put up the activities and assignments for Monday through Friday in French on a side bulletin board each week. Students who are sick one day can look there for make-up assignments. Late students know when we're taking tests, etc. They find it very convenient.

Mrs. Susan M. Redd
Mount Vernon High School, Mount Vernon

When the students are reading literary selections, I put on the bulletin board a photo of one of the main characters, or several of them. Photos are mounted on large sheets of white paper with lots of margin. Each time a student discovers a sentence or phrase which deals with that character he may write the sentence on the white margin. It's messy, but effective.

Phyllis Cronkhite
Sehome High School, Bellingham

CAMPS

Foreign language camps are a great hit. Contact Susan Austin, Seahurst Junior High School, 14603 14th S.W., Seattle, WA 98166 for more information.

Susan Austin
Seahurst Junior High, Seattle

CHRISTMAS IDEAS

Students cut pictures out of magazines, labeled them in French, wrapped them, and offered them as Christmas gifts to other students in the class. They enjoyed the surprises!

Mrs. Susan M. Redd
Mount Vernon High School, Mount Vernon

After having learned some Christmas carols and some Mexican Christmas songs, the class took a class period and went through the school halls singing. They carried with them a nativity scene and were dressed as Mexicans wearing shawls, sarapes, sombreros, etc. the teacher had brought from Mexico. Two students led the group and carried the scene while the others carried lighted candles. They stopped at several doors and asked if there was room at the inn and, of course, were turned away by the teachers. The last place they stopped was the gymnasium where the Spanish teacher invited them in. Then they set up their scene and had a Mexican Christmas party complete with a piñata that they had made. The piñata was filled with candy supplied by the teacher and gifts supplied by the students. They had drawn names and set a price limit on their gifts.

Eileen Brooke
Wellpinit High School, Wellpinit

During Christmas, seventh graders make a paper posada scene on our bulletin board with airplanes in the trees, parking meters near the baby's manger. A piñata is made using a balloon and paper maché. To this is added crepe paper and other decorations. Our piñata is broken outdoors and all scramble for the goodies.

Sylvia Hall
Washington Jr. High, Yakima

We have participated in the annual Christmas program in the community (music, dance - cha cha cha, dialogue and narration in Spanish first, then English about customs in the Spanish-speaking countries. Spain's Las uvas de felicidad, taken from ALM Book I, received an ovation as well as the dance.)

Mrs. Clarita B. Ellison
Langley Sr. High School, Langley

We have an annual Christmas caroling party with a repertoire of six German carols. We do a lot of practicing and are accompanied by accordion and/or guitar, depending on talents of the class.

Mrs. Dorothy Smith
Lacrosse High School, Lacrosse

CLASS PROJECTS

The pupils really enjoyed making posters in Spanish. All the posters had either a caption or a title to convey one idea. Some students glued pictures from magazines on a cardboard; others drew their own pictures; others went as far as making oil paintings. In a particular instance, a student had painted a Mexican, with his big sombrero, taking a nap under a tree, where there was a sign that said "PIENSE EN MEXICO".

Ruben Cedeño
Othello High School, Othello

Have the students cut out a magazine picture and match it to a dialogue line. These should be preferably humorous and can be hung throughout the room. Along the same line, our foreign language club made a variety of signs in Spanish, French and German which they hung around the school. These varied from "Dames" for the lavatory door to proverbs on the library walls.

Kathleen Mohn
Washington High School, Tacoma

Find examples of ads for American products in Paris Match. Then have the students study how the slogans have changed or write original slogans for American products.

Read the class a poem letting then interpret it however they wish (i.e., make a collage and explain it in French, memorize the poem, or find a poem in English that they feel treats the same subject, or write and present their analysis of the content, etc.).

Mrs. Shirley Garrison
Federal Way High School, Federal Way

Take a small group to dinner at an authentic foreign restaurant. Order the meals and collect all monies, including tips, before arrival.

Susan Austin
Seahurst Junior High, Seattle

We have French "Culture Days" where the students bring French foods and French foods only. They explain to the class what their dish is and the province of origin, if possible. Examples: cheese fondues, hors d'oeuvres, French lace cookies, tarts and so on. Then we all sample the dishes. We usually play a game or have a skit put on in French by some members of the class.

We also have "International Days" where all the language students dress in costumes representing the country whose language they are studying. We have a giant culture day and sample foods from Spain or Mexico, France or French Canada, and Germany. One year, we had dancers who did folk dances of different countries come to our school. (I believe they were connected with Peninsula High in Gig Harbor.) We had a special assembly for language students 6th period for the dancers.

Coralie Johnson
Franklin Pierce High, Tacoma

We have an annual "International Day" at our high school. Each language is responsible for displays. Students dress in costume if they have one as well as the teacher. Foreign exchange students from the surrounding cities and towns come and spend the day with our students. These foreign students are located in a central lecture room and they talk to new interested groups all day long - one big rap session. Our Russian group is baking Russian specialties and selling them in taste quantities to teachers and students, using the profits to help support our foreign exchange program. Teachers who have traveled show travel slides. The entire library area has all the displays and foreign music taped in. The assembly features choral groups that sing foreign songs and the International Dancers put on dances in costumes.

Sonja P. Harmon
Columbia High School, Richland

Students memorize a proverb each week. This gives them new vocabulary, true, but not just isolated nouns or verbs; the proverb gives them a useful phrase they can use in conversation. For example: Mas vale tarde que nunca. Proverbs can usually be found in textbooks (El Camino Real Book II, for example) or if necessary, students can translate their own into Spanish. To facilitate learning, I keep the proverb on the front board all week.

Students learn by doing. I have demonstrated the preparation for making tacos and piñatas in the Spanish classroom. Everyone chips in and brings some of the necessary materials, and all are involved in the preparation. Students enjoy learning dances and songs also. At Christmas they carol in Spanish throughout the school halls.

Miss Carol Buskas
Granger High School, Granger

When spring comes and the sap begins to flow in students and plants, we discuss the Spanish custom of the PASEO. Then we take a PASEO around the foreign language courtyard, girls in one direction, boys in the other. Glances the first time around, then smiles, finally a compliment, etc. It's old fashioned, I know, but it gives us a break in the class work and an insight into a bit of culture.

Copying an idea from an ACTFL article, I arranged for my third year class to be teachers for a day in a nearby grade school. My class divided into five groups, each selecting some "set" they wanted to teach -- colors, clothing, animals, numbers, etc. They then decided how they would teach the material, originated art works, supplies and equipment. At the end of a half hour teaching session, each group taught its "students" to sing Fray Felipe. In one group again each section showed the rest of the group what it had learned. Then all joined in singing Fray Felipe. All of the Spanish students participated well and the 4th graders were enthusiastic and cooperative. Even the discipline problems pointed out to me by their teacher joined in happily.

I had been assigning a Teacher for the Day for some time, a student who did the warm-up while I took role, got tapes ready, etc. This worked quite well but there was always a hassle over who would be IT mañana. I announced that the last person to arrive THAT day would automatically be IT mañana. Gosh, I never had such prompt students before in my life. It has become a game to see who arrives the latest and that person is always greeted with a shout. Students are pounding on the door waiting to get into the classroom.

Dorothy Gonsalves
Sehome High School, Bellingham

Activities which may maintain and motivate interest are as follows:

1. International Week - culminating in an International Dinner sponsored by the PTA and a full evening's program. Interdisciplinary (worked closely with the PE Department; costuming (worked with Home Ec Department); program posters (worked with Art Department). All ethnic groups presented including those whose language wasn't being taught. They contributed song and dance. Foreign language students participated in well-planned and executed skits based on a theme for the entire program.

2. Involvement with the adult ethnic groups in the city. For example, Le Cercle Francais in Seattle. This year Noel en France was presented for Le Cercle at the Christmas Around the World Program at the Museum of History and Industry. Song and dance tableaux made use of my musically oriented students in ensemble groups, etc. The script was prepared by the students.

3. We made use of native visitors in the classroom.

4. We also make use of AATF Correspondence Scolaire.

5. Made arrangements for advanced students to tutor several elementary French native students (TESOL).

6. In the advanced French class each student is responsible for presenting a novel of his choice to the class. Guidelines were given solely as suggestions. Great discussions follow. Students prepare a quiz for the class with the teacher in the background.

7. Students select articles of interest in the French periodicals, present them to the class with much discussion following, especially on controversial subjects.

Mrs. Louise Collins
Roosevelt High School, Seattle

This winter my third year students have been going three times a week, total of ten times, to work with sixth grade youngsters while they have been studying South and Central America--simple beginning Spanish of course. One girl developed a simple crossword puzzle for her class appropriate to what the students had been studying. My students worked in teams of three or four to each sixth grade class. The new grade school is only about four blocks from Columbia River.

Mrs. Myrtle F. McGill
Columbia River High, Vancouver

German 1-2, 3-4, 5-6, 7-8 can be offered during the same class period in order to accommodate all students having schedule conflicts. This works only if some type of individualization is involved. We have a resource room near the foreign language classrooms which serves as a home base in foreign language department for foreign language students.

At our schools' all-school carnival we have a German club booth decorated in style with a German theme or motto.

As a former German teacher in Reno, Nevada's Wooster High School, I had experience with directing an "International Festival" involving the entire school, parents and other interested community members. A foreign foods banquet, stage productions, singing, dancing, and open house in the foreign language department were part of the festival.

Mrs. Rosemarie Voyles
Meadowdale Sr. High, Lynnwood

Our school district has a "treasure chest" of Mexican artifacts that can be ordered by each school. These artifacts are viewed by students, purposes discussed and artifacts placed in the main hallway's showcase for all to see.

Sylvia Hall
Washington Jr. High, Yakima

We get together outside of the classroom several times per year for a potluck (Spanish food) or snacks. We speak a little Spanish and play games. This is to promote a feeling of togetherness among the Spanish students.

Susan Nees
West Valley High, Spokane

The classroom becomes the scene of a restaurant with dining room setting, tablecloth, china, silverware, flowers, etc. Any kind of food. Have the students act out a visit to a restaurant using the vocabulary learned for the described situation. Point out the different customs of the country. The students enjoy the situation and learn as well.

Margaret Maberry
Columbia High School, Richland

Newspaper collage. I assign "editors" of different newspaper areas to screen material, note errors and turn back for correction. All students must do work in several areas of newspaper work (i.e. front page story, sports, musical review, society, comics, want ads, etc.) End result - each student selects a specified number of best works and arranges them on an attractive collage. After that I do the correcting and grading.

Continued

My second year students last year first wrote papers on a debatable contemporary issue (last year my theme was "student power"). I listed some areas of interest they might write about. After correcting the papers, the students were placed in "panels" to present their views and the rest of the class had a chance for questions or comments after the panel presented its views. This year some of the students are asking for a repeat of that project.

Bonnie Rediske
Lakes High School, Lakewood Center

The younger students generally enjoy doing projects or notebooks. I sometimes have them plan a trip to Germany for the summer. I then provide brochures from the local travel office and ask them to include in their plans the reasons for visiting certain cities and also to take into consideration the cost and thus learn something about the exchange of money.

The students cut from magazines the pictures depicting the vocabulary words and paste them onto the front of a three by five inch card and then write the word on the back.

Janet Strand
Cedar Heights Jr. High, Port Orchard

The teacher makes a large ditto facsimile of the calendar for the month. Each pupil keeps his individual copy of the calendar in his notebook. Each day the pupils are given a few minutes to write in the numbered square for the day what the weather is like. He may write as many things as he likes. The teacher then asks each person to tell what he has written for that day. There will be a great variety of things. The student may also be required to tell which day of the week it is, the particular date, and/or the month. At the end of the month, or week, they may talk about what the weather was like on a particular date during the past month or week.

Take a couple of days off when the kids are weary (and so are you) at about the end of the third quarter, and let students make colorful "coats of arms". Teacher procures paper, colorful felt pens and crayons. The teacher also provides the insignias from books or materials which are available. Each state in Germany, and cities too, have their own particular insignia. These, when finished, are hung up in the room for all to admire.

Evelyn C. Painter
Carmichael Jr. High, Richland

I teach an elementary class most years and high school students must prepare and present a lesson for this lower level. Some are very imaginative. We put these on the video so classes can see their mistakes and improve.

Mrs. Dorothy Smith
Lacrosse High School, Lacrosse

Resource materials are available on carts from the library, the public library and my own library.

Special crafts projects are done by the students for class and for extra credit. For example: piñatas, German and Spanish calendars, Monus, bull rings, etc.

The class works in small groups. The students help one another. The small groups are never larger than five people. I try to group students of dissimilar abilities together. The groups do skits, pantomines, and conversations. They are encouraged to be original, to use costumes and props.

The students use language maps which they have made.

Janet Leth
Centralia High School, Centralia

The second year Latin students, as a class project, prepared a handbook of Latin grammar for the use of other students and for themselves. This has been put to wide usage and has gone with a number of students to college.

The Art Class made hand puppets for the Twelve Labors of Hercules, and the Latin students wrote the script and made the theatre. We have also made marionettes for the Cupid and Psyche story and the Orpheus and Eurydice story. Latin students have made puppets and written the scripts for several scenes from Vergil and for the Jason and Argonauts adventure.

We are making a plywood verb wheel about three feet in diameter. This is not intended to be as elaborate as the commercial cardboard ones, but it will give an example of a regular and a deponent verb of each conjugation, including the third i-stem, and some often used irregulars, such as fero, volo, nolo, malo, coepio, fio, and facio.

For two years we provided a ten-minute program on Saturday mornings on our local radio station, KMAS, dealing with Latin word origins in English. Not a great number of students listened, but we enjoyed considerable feedback from adult listeners.

We are usually asked to provide entertainment for the French Club Christmas party. For this we often do parodies and skits about Roman historical events. This is strictly on the fun and farce side, but students must do the research of the serious side before they can inject the humor in the skit.

continued

This year for the first time, the Latin Club is sponsoring a Horse Show. During lunch break a Roman Riding Exhibition will be presented. I have very little to comment, since this all began as a reinforcement for behavior modification for one student and where it will end, only Zeus knows! Sunday, May 7, 1972, Silver Spurs Arena on the outskirts of Shelton will be the scene of this possible Calamitās!

I must explain my statement about the origin of the Horse Show. I was taking a course in Behavior Modification. I chose one of my Latin students, who is also my student assistant in Mythology, as the person whose behavior I attempted to modify. This student was habitually delinquent in her assignments. Since it is extremely difficult to find effective reinforcers on the secondary level, I faced stubborn problems. She was not interested in dates, she is passionately fond of horses, she does not drive a car, she does not live near Shelton, and she does not have TV. That was the picture. I made several deals with her about conducting Mythology sessions in Latin if her work were caught up, but that proved an insufficiently strong reinforcer. I knew that her strongest affection was for horses. I also knew that I could in no way manipulate her riding or taking care of her horse, because her mother would not cooperate to the extent of assuming these chores as a matter of depriving my student of this pleasure until her work was up to current status.

Finally, I hit upon the idea of having the Latin Club sponsor a Horse Show and of putting her in charge of all arrangements and committees contingent upon her not having any delinquent assignments for six weeks. It has been eight weeks since she has been late with an assignment and she has earned an A this quarter because of the quality of her work. She has done an admirable job so far in organizing this rather massive and ambitious project. I am not too strong in my convictions that the Horse Show is touchingly relevant to Latin, but I do think the fringe benefits to her and to the other members are worthy of our efforts.

Mrs. Charlotte Hesser Hilligoss
Shelton High School, Shelton

This year my third-year ninth grade French class is producing a French journal. When finished, copies will be given to each student, to other foreign language classes in our area, and to our French pen-pal class abroad. Sample items include an illustrated explanation of American football, recipes in French for both French and American dishes, crossword puzzles and cartoons, school news, and comparisons of French and American holidays. Each student is responsible for an article. A student editor is arranging the articles for each page, and I am having student assistance in typing on duplicating masters.

Mrs. Judy Earle
Cascade Junior High, Seattle

COOKING

On the first Wednesday of the months of February through May, we prepared French meals at home and in the home economics department, which we ate in class. Students learned vocabulary appropriate to the work - table, plates, vegetables, etc.

Mrs. Susan M. Redd
Mount Vernon High School, Mount Vernon

To make more realistic the German system of weights and measures as well as German cooking techniques, my classes baked German cookies using old world recipes. I found the proper measuring tools in an import store. Such activity trying to decipher German directions as well as the amounts was beneficial to the students.

Carole Ellison
Sehome High School, Bellingham

Our home economics department has a very popular course called International Cuisine. Each week a different country is featured. When a country represented by our foreign language department is featured, we lend slides, posters, costumes, maps, etc. and even teach a class if asked. In return our class for that hour is invited to partake of the feast.

Dorothy Gonsalves
Sehome High School, Bellingham

As a class we prepare tortillas from scratch and serve chilaquiles, an easy Mexican dish prepared in one large skillet. (Recipes are included) At one time during the year, Mexican candy (cactus and pumpkin types) is brought to class for the pupils to try.

Tortillas - I use masa harina, which can be purchased in stores, and a tortilla press.

3 1/3 c. masa
2/3 c. flour
1 T. salt
2 c. warm water

Mix and roll into balls. Press between plastic in press. Fry in lightly greased 400° skillet.

Continued

Chilaquiles

Have ready:

- 2 dozen tortillas (cut up)
- 3 lbs. hamburger (fried, crumbled)
- 1 head lettuce, chopped
- 1 large onion, finely chopped
- 1 pkg. cheese, grated

Other ingredients:

- 1 c. shortening
- 1 1/2 c. water (or more)
- 3 T. at least, chili powder (may want more)
- 1 T. salt

Heat skillet to 400° with shortening. Add tortillas, stir and fry until crisp. Add chili powder, salt and water. Cover and steam until tortillas are soft and moist. On a plate put a spoonful of tortillas, sprinkle on hamburger, cheese, lettuce and onions in that order. Serve.

Sylvia Hall
Washington Junior High, Yakima

Serve a German dinner at teacher's or students' homes. By doing this the students learn how to cook a complete meal.

Serve "Wurst" sandwiches and "Torte", etc. in classroom. Have a bulletin board display of German foods with labels, etc.

Mrs. Rosemarie Voyles
Meadowdale Sr. High, Lynnwood

Provide students with German recipe books or ditto pages with simple good recipes that appeal to teenagers. Encourage them to make the dishes at home as a surprise for the family.

Our French, Spanish, and German students put on a foreign language dinner last week in the home economics room in cooperation with the Foreign Foods instructor. Each language group had volunteer cooks providing a salad, main dish, dessert and something to drink. Guest students walked from one foreign foods area to the next, filling their plates and asking questions of the cooks. Those who did not cook, set the tables and helped with the clean-up.

A couple of recipe books are:
German Home Cooking, Dr. Oetker, Ceres-Verlag Rudolf-August Oetker, 1969 and The Art of German Cooking, Wason, Betty, Doubleday & Company, 1967.

Inger G. Chesterley
Bellingham High, Bellingham

A team-teaching unit with the home economics teacher produced a lab course on French cooking with an introduction including slides of the country and a general discussion of its culture and eating habits given by the foreign language teacher. Both home economics and French students participated. The menu consisted of recipes collected from French friends as well as from well-known texts on French cuisine.

Mrs. Joanne Lonay
Tyee High School, Seattle

Cooking with German recipes written in German is good experience for the students.

Mrs. Dorothy Smith
Lacrosse High School, Lacrosse

We brought electric frying pans and cooked German potato pancakes right in the room. We spread newspapers on the floor, peeled and grated the potatoes, etc. This went over very well.

Evelyn C. Painter
Carmichael Jr. High, Richland

DANCES

My classes wanted to learn some Russian dances. I used to dance in concert with my Russian school in Detroit, so I taught some dances. Two members of the International Dancers group came every two weeks for four times to teach the students that wanted to dance Russian folk dances during class time.

Sonja P. Harmon
Columbia High School, Richland

My students practice folk dancing with German House students at the University of Washington and/or the Continental Club.

Mrs. Rosemarie Voyles
Meadowdale Sr. High, Lynnwood

FESTIVALS

Annually, in May, we present a Roman Flower Festival to which all students, their parents, the faculty, and other friends of the school are invited. We use help from the art classes, wrestlers, home economics department, and the manual training classes. A great deal of research goes into the planning of the Festival to keep it fairly authentic.

This year, the Flower Festival will be held Tuesday evening, May 2, 1972, in the Reed Building Social Hall from 7:30 until 9:00.

We have made modernistic flowers from colored plastic jugs and put them on sheets to cover up the unattractive lockers in the Social Hall. Another drab wall is covered by a temple scene painted on corduroy. Our games are carried on in collapsible plywood booths with folding peaked roofs painted different colors and ornamented with artificial flowers. Occasionally they prove themselves collapsible, but the manual training classes come to the rescue.

We either have four retarii or four wrestlers who perform in two matches, with the loser being thrown to a lion. We made the lion's costume out of yellow cotton filled with kapok for the head, an elk hide for the body, yellow garden gloves for paws, and a rope tail. Contrary to tradition, the lion is usually pinned by the defeated wrestler because his costume encumbers him.

We alternate plays, puppet shows, or film strips. Our games include a Zodiac wheel, a game involving Mythology, and a chariot race. The chariots and horses are made from cardboard boxes, painted several colors, and the drivers are cajoled guests. An ancient Sibyl establishes her Cumean Cave in the dark recesses of the hallway and sings out her exciting fortunes to all who have the courage to seek out her prophecies.

We serve a buffet of fried chicken, cheeses, deviled eggs, dates, figs, apples, homemade dark breads, and olives. I make Vesuvius punch from my secret recipe which I would share if <u>begged</u> to do so. It is called Vesuvius because dry ice makes it smoke and fume like its namesake.

Since there is no charge and since our food expense is considerable, we sell decorated soap, driftwood, and candles and this year we plan to have a Cake Walk during the Festival. We sell candy and cookies for special holidays during the school year, too.

This event brings together a large number of sectors in school. The otherwise shy student is drawn out and the student who cannot excel scholastically has a chance to contribute to the Latin program through his work for the Festival. This also provides training in certain social graces and it provides an excellent opportunity in promoting friends for Latin.

continued

Each year until last year, the Latin Club entered a float in the Forest Festival parade in Shelton. We embodied some myth or historical event in a CONSERVATIVE WASHINGTONIAM VIRIDEM and Simpson Logging Company theme. However, last year we chose to decorate a window instead. We used a tree with colored leaves on which Latin-derived words with their etymology were printed.

This year we intend to involve commercial products whose names derive from Latin words. This is held in abeyance until the Flower Festival and the Horse Show shall have come and gone!

Some suggested floats for Latin Club entries in parades include:

Roman chariot carrying Diana, Goddess of the Forest.
Pandora's Box depicting the escaping evils which beset Mankind and our forests. We built a plywood box, approximately 3 x 4 x 5 feet, painted it black, trimmed it with copper fastenings and a metallic cord. We procured gallon mayonnaise white plastic jars on which we painted pictures symbolizing fire, rot, insects, and other evils which beset mankind. These jars were suspended from rather stiff wires of varying lengths to simulate their "escaping" from the box.
The Trojan Horse with the slogan: "Unattended campfires are as treacherous as the Trojan Horse." We made this horse from scrap two by fours, salvaged to cover Trojy (he was affectionately referred to as Trojy by his creators) that in desperation we invited all students to write their names on pieces of paper and glue them on the frame. With all this help, we did get Trojy to the parade on time. We had to build him in the Latin room and he was eight feet tall at the tip of his ears and proportionately long. When we tried to take him out to our parade position, we found we found we did not take into consideration the flourescent light banks in our room. The Mathematics and Latin Departments did some impromptu "team teaching".
Nero fiddlings while Rome burns, with the slogan: "Don't fiddle around while your forests burn!" (Dry ice provided the smoke effects for this, too.)

Mrs. Charlotte Hesser Hilligoss
Shelton High School, Shelton

Each spring we hear about new ways that foreign language students celebrate language days or language weeks. Mrs. Cornelia Winton at Sanderson High School in Raleigh sent us the following:

The week before Easter Vacation was designated as International week at Sanderson High School. Among the successful innovations were a Food Fair, for which members of the French, German, Spanish, and Latin Clubs prepared bite-size portions of various native dishes. Members of the clubs circulated one afternoon among four adjacent language classrooms, tasting crusty homemade Tuscan bread and "wine" (grape juice), French pastries, savory Spanish bites, and German delicacies. Music and decorations in each room provided a festival atmosphere, enhanced by the presence of several foreign guests.

continued

The day before the holidays was "exchange" day. French students heard a Spanish teacher tell of her language and of her native Cuba. German students learned some French phrases, and Spanish students were given comparisons with Latin. Some of the classes had prepared questions for the visiting teacher, others requested to learn songs, and all the participants seemed delighted to gain new viewpoints.

The Latin Club Olympics have become a tradition, challenging the "barbarians" (French, German, Spanish clubs) in such competitions as "discus" (frisbee), tricycle races, three-legged races, broad jumps, etc. Cheerleaders, fanciful dress and mascots add to the excitement. This year students from the adjacent junior high were invited as guests.

Bulletin boards, musical programs, write-ups in school and community papers helped to focus the attention of everyone on the value and pleasure of getting to know other languages and peoples.

Copied from West Virginia FL News
February, 1972

FILMS

Using the German version of the Deutschlandspiegel, I ditto off the Inhaltsangabe (content) enclosed with the film, then divide the class into small groups, each of which becomes familiar with a particular segment. Then each group presents the new vocabulary for its segment and paraphrases in simple German what the segment is about. The class may ask questions. I then show the film at least twice and try to use it as the basis for further discussion, using such techniques as directed dialogue.

Another way of using the film in advanced classes is to show the film once without sound. After sharing visual impressions (which often lead to discussions about cultural differences) I show it a second time, this time with sound. The students take notes, either on paper or in their heads. I stop the projector after each segment and we discuss the additional information they picked up from the sound track. This may not be accurate or detailed. Nevertheless, the students derive satisfaction even from picking up skeletal information.

The Deutschlandspiegel films are obtainable from the German Consulate in Seattle.

Sam Saltonstall
Hazen High School, Renton

Obtain a schedule of films from the German Consulate for the entire school year, including Deutschland Spiegel newsreel in German every month. The students may attend Sunday afternoon films of Continental Club at the University of Washington, Denny Hall.

Mrs. Rosemarie Voyles
Meadowdale Sr. High, Lynnwood

I sometimes show films which are related to the lesson, but have English narration. If the story line is appropriate, students can make up their own dialogue while the film is run without sound. You may want to show the film with sound, discuss it in French, then show the film again with students doing the dialogue.

Steven R. Hitchcock
Tyee Jr. High School, Bellevue

Check for a local theater showing occasional foreign films. On Sundays the Beaux Arts Theater in Seattle shows feature length Spanish films without subtitles. They're difficult to understand, but the kids try so hard you can almost hear them listening! This is recommended for more advanced students.

Susan Austin
Seahurst Junior High, Seattle

When we find a film that relates directly to what we have been studying.. literature, geography, culture, etc...we view the film first with its original sound track. Then each student is assigned a specific portion of the film which he is responsible for. He must describe in Spanish what is happening. After all students have their parts prepared, we replay the film and I tape their commentaries. Lastly we replay the film using our own commentary. If they do a good job, I play the film to my other classes with the new commentary. This also works for filmstrips and slides.

Dorothy Gonsalves
Sehome High School, Bellingham

FL IN PUBLIC DOCUMENTS

We tend to neglect the language of public documents in foreign language studies, placing all our emphasis on literary or demotic language. The Coordinator of Civil Defense Education publishes in Spanish a paperback book, Durante la ermergencia, which is excellent for the study of public document language.

I was lucky enough to obtain, free of charge, enough of these books to furnish my classes in Spanish II. The students find them interesting and informative. They learn also what steps to take in case of nuclear attacks, etc.

DURANTE LA EMERGENCIA

el libro del ciudadano para caso de

-ATAQUE NUCLEAR
O
-DESASTRE NATURAL

La Oficina de la Defensa Civil agradece la aportación de los representantes de las siguientes agencias y organizaciones a la preparación de este libro:

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DEPARTAMENTO DE LA DEFENSA OFICINA DE LA DEFNESA CIVIL

H-14-A Noviembre 1958

I believe we should spend some time studying this kind of language, too.

Mel Davis
Anacortes High School, Anacortes

GAMES

"Jacques Dit" (Simon says) is an educational game. The commands are given in the native tongue. The students obey commands if "Jacques dit" is said.

Spelling bee.

Kathleen Mohn
Washington High School, Tacoma

A game that works is Quel Marchand Êtes-Vous? (What merchant are you?).
OBJECT: To teach names of merchants, stores and products in French.

The purpose of the game is to reinforce the learning of shop names and shopkeepers' names along with their products. The class is divided into two sections: Teams A and B.

A member of Team A stands and asks the whole class, "Quel marchand êtes-vous?" All students are urged to join the game by raising their hands. One is designated by the student who asked the question.

The student so indicated makes the statement (by way of example), "Je suis un pharmacien. Qu'est-ce que je vends?" (I am a druggist. What do I sell?)

The student standing then must reply: "Vous travaillez à la pharmacie et vous vendez les médicaments." (You work at the drugstore and you sell drug products.") He then sits down. The teacher marks a point on the board for Team A.

The teacher calls on a student from Team B who stands and in turn asks the key question: "Quel marchand êtes-vous?" Again, hands are raised and team member B calls on one who might say: "Je suis un boulanger. Qu'est-ce que je vends?" Then member B should say: "Vous travaillez à la boulangerie et vous vendez le pain."

The teacher then would mark a point on the board for Team B, or if that member should have failed to give an adequate answer, the teacher would mark an "0" for Team B. Shops, shopkeepers and products which might be taught are as follows:

SHOP	SHOPKEEPER	PRODUCT
la boucherie	le boucher	le boeuf
la confiserie	le confisier	les bonbons
la droguerie	le droguiste	les produits chimiques
la patisserie	le patissier	les gateaux
la mercerie	le mercier	les nylons, le fil, les aiguilles
la cordonnerie	le cordonnier	les chaussures
l'epicerie	l'epicier	les provisions (aliments)
la charcuterie	le charcutier	le jambon, le lard, les saucisses

Harold Skinner
Lewis & Clark High School, Spokane

Play password -- it is available in English but I have only the French copy. Have two people in front of the class with each trying to have his side guess the word first. He gives a synonym (in French) of the English word before him and his opponent. His team gets one guess in French per turn. Starting from 10 points, the score is reduced 1 point per guess.

I also had an aide develop a bingo game using the verbs from our text. On the students' cards are written the verbs. The Caller may adapt the difficulty of the game (i.e. can just call out the verb in French, give a form of it, or give its English meaning).

Mrs. Shirley Garrison
Federal Way High School, Federal Way

The most versatile game I've found yet is Tic Tac Toe on the blackboard. Fill in the squares with problems, and the students then earn squares with correct answers. Great end-of-hour filler.

mi madre	nosotros	yo
Juan y yo	tú	Adela
ella	ustedes	Paco y José

COMER

Students must conjugate the verb COMER according to subjects indicated. Variations are verb tenses, pronouns, animals, etc. (use pictures cues).

Susan Austin
Seahurst Junior High, Seattle

HANGMAN - Using a word from a lesson and having the students figure out what it is.

CARACOLES - After the students learn how to count, give them a little practice in using them. Have them count up to a certain point and then, instead of giving the number, have them say CARACOLES or another foreign language word.

BOLERO - This is the Mexican toy that is similar to a yo-yo where the student has to flip the top onto a peg or a ball into a cup-like container.

SPELLDOWN - The students like this type of competition.

continued

RHYTHM GAME - This game can be used with numbers or names of students. The game starts with the whole class lightly tapping the desk twice with the hands, twice clapping the hands together and then snapping the left finger and then the right finger. After they have the rhythm going, the students call their own name on the first snap, someone else's name on the second snap, etc.

BLACKBOARD WRITING RACES - Each row is a team. One person from each row tries to finish a sentence that has been dictated. At the end of the row, the winner is determined.

PUZZLES - Have students make one up and fill it in. I check each puzzle made by the students and then ditto off enough for the class.

Jerry Magorty
Seahurst Junior High, Seattle

A French, Spanish, or German game which is good for grammar review, literature review, or whatever is as follows. I make up questions with three levels of difficulty. Each group is inserted in an envelope labeled 5 points, 3 points, or 1 point. Teams are formed and each student chooses which degree of difficulty he wishes to attempt. As the tension mounts, the students try the more difficult questions.

Phyllis Cronkhite
Sehome High School, Bellingham

Partido de Fútbol is taken from Usted Y Yo but I have enlarged on it by having a football field drawn on the board with rival teams named. Then with flash cards, the class competes. This is really vocabulary, but the interest and enthusiasm are keen. We cover a large amount of vocabulary painlessly.

Bingo - using vocabulary words from the beginning and various verb forms, I pasted words on the numbers of 3 bingo games that I bought at the dime store. When a student has BINGO he has to read the words in Spanish and tell their meanings or he can't win. A grab basket with penny candy such as suckers and bubble gum are the prize.

Mrs. Kathleen M. Smith
West High School, Bremerton

Bingo - a regular bingo game played with the numbers said in French. It's good for first year students to learn and retain numbers.

Jeopardy - I made up a board and the students choose from different categories and different degrees of toughness, like the jeopardy game on TV. The students win points for their side if they answer the question correctly. The varying degrees of difficulty of the questions gives the slowest to the brightest student a challenge that he can meet. They can choose from anywhere on the board. It's a little complicated to describe, though it's easy to make.

Example:

Felt Board

Verbs	Spelling French Words	French Culture	Noms	Potpourri
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5

The question is on the other side of the number on the card and they get the points on that card (1-5) that are shown on the front of the card if they get the answer.

We play "password" also. The student on one side tries to give hints to his side on the word he's drawn. Description, synonyms, antonyms are examples. Easy to do and no materials required.

Continued

Sentence Game - The group divides into two teams. Each team sends one member up to the blackboard at a time and that member puts up a word. The next member puts up another word and the students keep going up. If they write an incorrect verb to match a subject or something, then they lose a turn and the next one comes up. At the end of 20 minutes, the team that has the longest correct sentence wins.

Scrabble - Teams divide into 2 and play scrabble like the game is played. Different letters are given different points with the most difficult to use getting most points. A scrabble board is drawn on the board.

Coralie Johnson
Franklin Pierce High, Tacoma

We play the game of baseball for vocabulary development. In this game there are two teams. Bases are placed at certain areas of the room. I throw a word to a student who takes first base if he answers correctly, takes second if the following student answers his word correctly. A home run gives the team a score. Three outs and the other team comes to bat.

Round the World. No teams are involved in this game. To begin with, have the first two students in the row challenge each other as to who can say a correct answer first. The teacher gives a number, word, or phrase and whoever answers first challenges the next student. The student who loses sits in the seat of the winning challenger who continues to move around the room. Whoever can get around the world to his own seat again wins.

Lotería - common bingo-like game using pictures and cards. Can be bought in Mexican stores or from National Textbook Company.

Bingo - regular game with numbers given in Spanish. Prizes are pencils or penny candy.

Crossword puzzles - from National Textbook Company.

Sylvia Hall
Washington Jr. High, Yakima

In Spanish: Word Games -- Scrabble, (Gessler Pub. Co.); Password (made myself); Probe (adapted from English), and crossword puzzles. Group games -- ¿Cuál is mi profesión? (What's my line) ¿Quién soy yo? (Who am I?) and same games can be used to teach sets of vocabulary -- foods, animals, etc. Students take roles and class asks questions in the language or the students can describe what he is and have the students guess.

Susan Nees
West Valley High School, Spokane

Password works beautifully in Spanish for me. Sometimes I work it as on TV for a short time (two pairs of contestants). The audience sees the word and, believe it or not, remains interested. At other times I quickly throw "clues" to the entire class and see who gets the word first.

Jeopardy - I divide the class into two parts and one student on one team (first in row 1 of each team) competes against one student on the other team. The player chooses one of five categories. I read the answer and the two players race to come up with question. The winner gets "money" for his team and the next player on his team chooses category and competes with the next player on the other team. This is good for comprehension and formulating questions.

Scrabble in Spanish is available for "free time" play and is a good competitive word-building game. The cost is $6.95 and is available at FL conferences.

Hangman - I play a version of hangman (without a hanging) as a competition between boys (el) and girls (la). Letters must be guessed in Spanish and they must remember ll, rr, ch, all are single letters.

For beginning students I practice gender with "tic tac toe". After I give nine nouns for which they write "el" or "la" in the proper box, they should have made a tic tac toe.

1	2	3
4	5	6
7	8	9

Football, basketball, and baseball in their seasons serve as a framework for a review of all sorts of material. For football, draw a field on the board. The first team takes the ball on the 50 yard line and, for each correctly answered question, proceeds 10 yards for a first down. For an incorrect answer, the other team picks up the fumble and answers more questions going toward their goal. After making a touchdown, I give that team another question for extra point on the kick.

For baseball designate home plate and three bases. Each correct answer moves players one base at a time. Three misses equals three outs and the other team is up. I don't use strikes and balls as it is too complicated.

Bonnie Rediske
Lakes High School, Lakewood Center

On the cards from pantihose packages I make bingo cards, using the vocabulary from about 6 to 8 weeks work. The words are in English on the bingo cards, and in Spanish on the 3x5 cards that I make for the flannel board by stapling flannel to the backs. I take the 3x5 cards from a pile and put them on a large flannel board until someone has a bingo. Each bingo can be checked by reading the cards on the flannel board. I offer as

continued

prizes a 3x5 card which allows the winners to be excused from any test of their choice, by returning the card to me on test day. With a list of about 100 words, or about 25 verbs each in 6 conjugated forms, the game can last for about an hour, with probably 3 to 4 winners.

Mrs. Wayne M. Swimme
Puyallup High School, Puyallup

Word scramble for competition. To begin easy, limit words to a certain area, e.g. classroom, home, park, kitchen, etc. (Prepare "scrambled" words on the blackboard in advance.)

Guessing game - The students select an object in the room. One student tries to identify it by asking questions such as: Ist es gross? schwarz? auf dem Boden? aus Papier? etc.

Students also practice by giving each other simple orders: "Geh' an die Tafel! Nimm die Kreide! Schreib' das Wort, Esel'!" etc.

Mrs. Marie Danes
Puyallup High School, Puyallup

Password - The class is divided up into groups of five with one member as judge and two teams of two students each. On three by five inch cards write the vocabulary words you wish the students to be able to use. They should have previous knowledge of these words. Be sure to make two identical cards for each word. The judge has a stack of these cards and he passes out one card to one member of each of the teams. This person then tries to help his partner guess what the word on the card is by giving him one word clue. The two teams trade off turns and are administered points according to how soon they guess the word. If they guess the answer on the first round of clues, then the winning team receives 10 points. For every round after this that it takes for them to guess the answer the points are decreased by one. The team with the most points wins. I generally use only nouns and verbs which are easiest to describe.

Most of my students respond well to visual stimuli, so I use flash cards quite extensively. The next game I play with numbers, the alphabet, and cards with pictures on them. You need two sets of five by eight cards for this game. Write the alphabet out on each of the sets of cards. Use different colored cards or a different colored marking pen to differentiate. Then divide the class into two teams and distribute the cards. You stand at the chalkboard and keep score. Call out the letter in the alphabet or the number or the name of the picture, whichever of these three games you may be using and the team member who first raises that card in the air wins a point for his team. The team with the most points wins.

Janet Strand
Cedar Heights Jr. High, Port Orchard

1. Simon dice (Simon says) "Raise your right arm - lower your right arm, etc." (Helps to learn parts of the body and commands.)

2. Hangman is played just like in English with letters pronounced in Spanish (or other target language). Good practice to learn alphabet and vocabulary.

3. Bingo- I made up two games from vocabulary in our text and purchased one from Gessler Publishing Co., Inc., New York, New York 10010.

4. I also purchased from Gessler Publishing Company the following:
"Buen Apetito" (like Go Fish - a card game.)
"Spanish Scrabble"
"Answer Please" (card game)

Mrs. Harlene Hultman
Hoquiam Jr. High School, Hoquiam

Puzzles are very good for vocabulary learning. Students can work alone or in pairs, depending on the difficulty of the puzzle, and a small prize may be given for the first individual or pair finished. A copy of a sample puzzle is as follows.

S C H W E S T E R I S C H O N
O P C N J L M K R A N K E N Q
M R S I A D J E K T I V E S R
M N I E N E D U T S B O G K E
E I T A N U R I N T T E N N T
R E H I R C E T U G U T I A T
O L C B U T T E R U K S L R U
N K A L T A T P M L U B H T M
K R N A U L E B R K H R U E M
E B R O T A V F A R L E R G U
L E P P U S C H W A C H F B D

Adjecktives
alt
Brot
Bruder
Butter
Dumm
ein
Frühling
Getrank
Gute
Herbst
Ja
jung
kalt
klein
klug
krank
kühl
Kusine
Mutter
nett
Nachtisch
nein
Obst
Onkel
Salat
schon
schwach
Schwester
Sommer
Suppe
Vetter
warm

How many of these words can you find? You will find them forward and backward, horizontally, vertically, and diagonally. Draw a circle around the words you find. You should find 33 words. (Ignore "umlauts")

continued

Teacher starts a vocabulary blackboard game by putting a word on the blackboard. There are two teams. A student from one team and then the other must put up a word which starts with the last letter of the last word which has been put up. (Since German verb infinitives always end in "n" or "en", finding words starting with "n" may be a real stumbling block, so you can change it so that each word put up must begin with the third to the last letter.) All words are left up on the board as they are written. Anyone who puts up a word already there, or who can't think of a word to put up, loses a point to the other side. (Don't let them use proper names or individual verb forms.)

In a vocabulary learning game the teacher gives the English equivalent of the vocabulary word. Two students (1 from each team at a time) stand at the blackboard. The one knowing the foreign equivalent who writes it down, correctly spelled, first, gets a point for his side.

Evelyn C. Painter
Carmichael Jr. High, Richland

Play bingo--the words are so varied I can use them from second semester, first year.

Mrs. Dorothy Smith
Lacrosse High School, Lacrosse

I put up a bulletin board with many foods on it and passed out cards, each with a name of a food. The student then had to locate his food. The class then pinned their food cards on themselves and played a rhythm game using the food names. This was effective in learning foods and could be done with a variety of categories: animals, furniture, things in the room, sports, numbers and clothing.

Lynne M. Pursel
Totem Jr. High School, Kent

Bingo games and crossword puzzles and dot-to-dot puzzles are used in all the languages. Students are encouraged to make their own puzzles and games. Many of these are put on the transparencies on the overhead projector or are dittoed off and passed out to the classes.

Janet Leth
Centralia High School, Centralia

INTERDISCIPLINARY

Mr. Tarrant of the Social Science Department, Shelton High School, and I prepared an interdisciplinary course on a parallel of current events and problems of the Roman Republic. This was submitted for Title III Funds, but did not receive the grant award. Next year, if we can procure the necessary references we plan to use it as a minicourse, if applicable, or as a course for those who wish to take it after school as a no credit enrichment course. A list of references is available upon request.

For several years our Latin classes, in cooperation with the Office Practice Class, published a four page paper called Sibylline Leaves. This publication featured articles which were Classics oriented. Unfortunately, it had little appeal to students, but the faculty appreciated it and Latin students learned a great deal from their independent research.

Mrs. Charlotte Hesser Hilligoss
Shelton High School, Shelton

INTERESTING CLASSROOM TECHNIQUES

Often, toward the end of the hour, I tell my students to put their books and papers away. Then I proceed to drill them on nothing but conversational verbs. (I should point out that they are all working on individualized instruction during the rest of the hour.) The drill I use goes something like this:

1. I throw out a verbal question, such as, "Estás?"
2. They see who can come up with the correct answer first. "Estoy" in this case.
3. I acknowledge the person who got the answer and repeat his answer.
4. The entire class then repeats the correct answer.

This may seem very elementary, but it can be made a great deal harder, especially when I switch from regular to irregular verbs and from one verb tense to another. It is amazing how many kids really have difficulty manipulating the verbs in a conversational way. I consider this skill to be the backbone of the language.

Patricia Kuhlman
Federal Way High, Federal Way

Have the students make a brief report in English on famous Germans and their contribution to the fields of student's interests, areas of studies. Simple props are used. This may be used at all levels. The students also give short reports in German about their activities, hobbies, etc. Use at higher levels.

For practicing dialogue, Patterns of German Conversation may be ordered from Goedsche Houghton Mifflin Co., Boston, Massachussetts. Teacher-made dialogues using everyday situations, phrases, and idioms. Many can be used as performance dialogues with simple props, e.g. Im Restaurant, Im Geschäft, Am Telefon, Besuch. The students made adaptations to the above mentioned.

Mrs. Marie Danes
Puyallup High School, Puyallup

Objective: To enable the students to use the language without fear of forgetting what to say next.

Procedure:

Day I Introduce the new conversation and have students practice it in class.

Day II Review the conversation with the tape. Give the students a few minutes to practice their lines with partners while the teacher writes a "skeleton" of the conversation on the board, leaving many blank spaces. The whole class reviews the conversation on the board using the skeleton. Volunteers perform the conversation as a skit, glancing at the skeleton when necessary.

Example of "skeleton":

A. Wie _____ ist es?
B. _____ _____ schon _____ Uhr.
_____ du wieder spät _____ _____?
A. Ja, erst _____ viertel _____ _____.
B. _____ _____ Abendessen _____ ich dann _____.

Inger G. Chesterley
Bellingham High, Bellingham

1. For Advanced and French V-VII:

When reading novels or long stories, some chapters may be very complicated and involve many interesting ideas. To vary the activities and to add to the understanding of the book read, I sometimes do the following:

Have the students write a movie script out of a chapter written in indirect style. We did this successfully with l'Étranger, part II, chapter 3. (The trial of Meursault)

The advantage in language learning is also felt: handling verbs from indirect to direct style requires changing tenses and persons. Many stories lend themselves well to this exercise, for instance Le Petit Prince. The students are delighted to act out their own script.

Introduction of the imperfect tense and its use has given the best results when I have taught it in the context of a new book. For instance, the first chapter of le Petit Prince, which I used this year for teaching the imperfect vs. passé composé tense, is full of imperfects and the students had no trouble understanding the use of this tense which is non-existent in English.

Therese Wolfe
Lincoln High School, Seattle

Section of Notas Hispánicas from textbook Usted y yo, Zenia Sacks da Silva, is used as foundation for oral recitation followed by question and answer period with student standing in front of the room at the lectern and conducting the procedure. Each volunteer takes a paragraph. We have had no trouble getting students to volunteer (both boys and girls) since we visited other classes in Bellevue. I hope we can maintain interest in this. The students are not graded as this is simply done to enable them to use language and manipulate answers. The teacher sits back, but helps students having difficulty with vocabulary.

Mrs. Clarita B. Ellison
Langley High School, Langley

Flashcards--the teacher can make up flash cards with the English equivalent written in thick black felt pen on strips of paper. Cheap construction paper in light colors can be used for this. These are made up for new words introduced in a new chapter. If these are flashed several times during the week for 5 minutes at a time, the students should know the individual words by the time the chapter is finished in 2 or 3 weeks time.

Have the students tell orally a simple story about a flash card picture, or write a simple story about a flash card picture.

Have students choose a verb and act it out in front of the class.

The teacher puts a dialogue sentence from the chapter on the board. She then asks many questions about the one sentence. This helps students to learn the question words and to use the given information, as well as use their own imagination.

Example: Fritz geht um elf Uhr ins Kino. (Fritz is going at eleven o'clock to the movies.)
Questions: Who is going? Where is he going? When is he going?

The answers to the above 3 questions are found in the basic sentence. They are required to use their own knowledge and imagination to answer others: Why is he going? Does he like to go? When is he coming home? Who says he can go? What is the name of the film? Etc.

Younger students especially enjoy the following: They cut from magazines or draw free-hand, pictures which show various adjectives: big, small, pretty, ugly, strong, weak, etc. Then each person gets up in front of the class and shows his picture...telling which adjective the picture depicts.

Encourage students, especially the fast ones, to give extra talks or reports. Let them tell you when they're ready; then give them class time to do it.

At the end of the year, I give special awards, nicely lettered, to students who have shown outstanding achievement. You can send for these certificates ($1.50 per dozen).

Evelyn C. Painter
Carmichael Jr. High, Richland

To sharpen "ear" of advanced students I read from contemporary material and, after each session, have questions and discussion. Most textbooks for high school students do not carry much by the contemporary German authors.

Mrs. Dorothy Smith
Lacrosse High School, Lacrosse

Excerpts from Mrs. Bucklin's paper: Sugar Coated Ham or Jests and Gestures

...our ideal language teacher must be an actor, more than that--a show-off, one who really enjoys an audience (although treating his students as a captive audience is a fatal error!). He must be a real ham.

A Canadian friend of mine tells me that she was brought up to believe that almost all hand gestures were ill-mannered. Waving and flapping hands, so characteristic of many other cultures, were not for her rather reserved sociological group. Most of us also were taught that pointing at people was ill-bred. But surely the personal pronoun identification is one that most of us can scarcely get along without. (Should I for the sake of this august audience remind you of those classics: "this is the sort of nonsense up with which I will not put?" or "What did you bring that book that I didn't want to be read to out of on up for?") At any rate I will restate my point, no pun intended. We can scarcely get along without finger pointing. Finger painting? We are painting a picture with our fingers, as an additional visual aid. Sometimes I think I may make a permanent indentation in my chest from pounding on it for je. I even sometimes stop and go into a wild fit of coughing if it's the moment for comic relief, to impress upon the students that they also must poke their chests when saying je. Small children point a great deal, and while we have re-worked our theories about not having students learn their second language in the same way babies learn their first one, the constant use of the external gesture by teacher and student alike, until the vital internal one is solidly built in, is a reassuring device for novices, all too often very unsure of the meaning of those strange new combinations of strange new sounds. We carefully turn our backs to the third person when speaking about him or them in the class and point over our shoulder; we point and look directly at the second person, use one finger always for singular, fingers spread out for plural. Thus first person plural becomes this spread hand, plus a double circular motion ending with hand on chest. It is also an easy constant reminder of the singular and plural uses of vous.

The gestures for sentence transformations are not quite so universal, but are equally effective. The students are required to nod heads emphatically for affirmative and shake heads for negative, a gesture that is used almost universally by little children until they are completely assured that their meaning is coming across without the exaggerated gesture. Check yourself and see how close you come to nodding or shaking your head in ordinary conversations. It is a very small part of most North American communication but should be used wildly by students who are insecure in

continued

the meaning of their utterances. When I say wildly, I mean just that. I often lose pins or combs from my hair, sometimes already loosened by pulling headsets off and on. Occasionally earrings fly across the room, and some of my colleagues in the teachers' room take one look at me later and say, "You're teaching affirmative and negative today, or is it just the headsets?"

Another transformation that lends itself to action is declarative to the interrogative with the yes-no answers. I imagine many of you are familiar with William Bull's slot cards for the Spanish verb, and also the determiner, or the idea of a slot for noun-phrase verb-phrase. In this case as I model orally, I use my hands to line up imaginary slots in the air for the subject, verb and completer. Then I put the right hand in the noun slot, left hand in the verb slot, and cross my hands as I model the inversion. Thus the right hand is over on the left side to trace an upward line for the intonation pattern. When alternating between est-ce que questions and inversion I use a one-handed intonation pattern in the air with est-ce que, changing rapidly to the crossed hand version just described.

What about morphology and syntax? University professors may be appalled at the length of time we spend with beginning seventh graders on er verbs. I use the concept of a short form and two long forms; two hands close together and the left hand in a chopping motion to indicate all the forms except for nous and vous. I lengthen the nous and vous forms with a gesture fishermen use to describe the fish that got away. To amplify the generalization I usually toss in a couple of completely unfamiliar verbs, and show them how to follow the pattern just for fun.

I am sure that any non-native speakers of my generation who learned the appalling list of French irregular verbs from a book like Frazier and Squaire were as enchanted as I was when the linguists came up with the beautiful regularities, similarities, and generalizations that simplify the old complications. When the students begin to dive into the ir verbs, the re verbs, écrire, lire and dire, venir and tenir, partir and sortir, vouloir, pouvoir, savoir and mettre, and you can show them that the three singular forms all sound alike, and all end with a vowel sound or a liquid consonant, but that a distinctive consonant shows up in all the plurals, they are not nearly as alarmed by the magnitude of their task as some of our generation once were. I snap my fingers violently for every plural that comes up, and make sort of a "quiet down" gesture with my hand spread out flat for all the singulars. This leaves the left hand free for the singular plural indication. I realize I have lumped some rather different phenomena together here, for the sake of showing how only one pair of gestures can carry through in a rather large area. To throw another irregularity into my sweeping generalization, let me point out that even the singular forms of faire fall into this "quiet-down, no final consonant" pattern. By the way, not a part of the gesture theme of this presentation at all, but of interest for gimmick hunters, my students are taught to refer to all of these verbs as super-sonic transports, except for the re verbs, which we call s-s-nothings. This also is more or less courtesy of William Bull's slot machine.

continued

The finger snapping and the quiet sign have another major application. That is for the feminine and masculine adjectives. Again it was a light in the darkness when the linguists told us to teach the feminine forms first and then simply omit the final consonant for the masculine. So I am busily snapping my fingers loudly for une voiture verte, une voiture blanche, une fleure blanche, but when we switch to un téléphone blanc, un téléphone vert, I am making the "quiet down" gesture instead of having to give them a wordy explanation over again.

What about hamming up the pronunciation problem? And problem it is, for a lot of well-known physiological and psychological reasons, chief among the latter being inhibitions. If the teacher is inhibited how can he expect the students to relax? My students come apart at the seams when I explain that a major reason for American difficulty with the French u is that the required shape is the one used for kissing, and we have traditionally reserved that for moments more private, or at least more familial than the classroom. This of course leads to a discussion of whistling, which is not a bad approximation of the proper tongue and lip position. As the exercises proceed I whistle at any boy who is being lazy with the mouth muscles, and I make loud kissing noises at the girls. I'm afraid that a male teacher will just about have to be restricted to whistling, however. And if occasionally the classroom deteriorates into a cacophony of a variety of wolf whistles, what of it? They'll get over it!

Another pronunciation gesture is the karate chop to avoid the English glide. Vous and nous lend themselves to this, as do all final o and i sounds: il fait beau, oui; final nasals: non, bien, quand. The open o requires more than hands. I use what I call a fish face, a remnant of some game I used to play with my children. It takes both hands plus the face. Listen to and look at what happens with octobre, docteur, robe, école, mode. When they mispronounce I put my hands in front of me, make a fish face, and they correct.

The application of hooking two fingers together is quite extensive. I can do that and at the same time spread out the fingers of the right hand to show the third person plural of er verbs beginning with vowel sounds. Ils habitent, Elles écoutent. . We use it for almost all kinds of liaison: the final /z/s before a vowel: Nous avons les oranges; we use it for the apostrophe; je mange le riz, but j'aime le riz. We use it for the final silent t which links to a following vowel: c'est un ami.

Most of you know by now a parody on "hi ho, hi ho," from Snow White and the Seven Dwarfs. "Aller, venir, entrer, sortir, monter, descendre, arriver, partir, retourner, rester, tomber, mourir et naître, avec être; le participe passé s'accorde avec le sujet?" Look at the gestures to go with that song! The students all have to learn to recite it with proper motions, which means that all I have to do is hum or whistle the song when an error crops up in the choice of the helping verb. All I have to do is wiggle my fingers if they need one of these vocabulary items, or if they happen to forget the meaning while we are all conversing. Of course we must explain the omission of gestures for birth and death. That problem really seems to be without a solution!

continued

A brief look at tense. Turning time into gestures saves on a lot of theoretical repetitive verbalizing. Right in front of me is present; walking my fingers straight forward as far as I can reach gives aller plus the infinitive; pointing backwards at waist level gives the passé composé. The choice of waist level rather than over the soulder is deliberate because it leaves the hand more visible a few lessons later for waggling the fingers through a sweeping backwards gesture to express the incomplete, repeated, continuous, in process, or habitual aspects of l'imparfait, just as a waving line on a time scale drawn on the blackboard is representative of the same concepts in contrast to a straight vertical line for the passé composé to the left of the present tense vertical line in the center of the time scale.

Vocabulary items present interesting challenges. It is easy to play cards, or to listen to records. I grab frantically for blue, green, and black notebooks, red and yellow books, colored paper, black apparatuses of various sorts, most of which hopefully march well; novels and French books abound, though I'm always short of newspaper in the classroom, but the motions for that are easy. I stand on my left foot and pedal with my right; fortunately hand steering positions for a car steering wheel differ from those on the handlebars of a bicycle. While eating and eating lunch are constantly confused, we at least have a huge collection of magazine pictures mounted on cardboard, red schools, white churches, pretty girls and food; I roll up and spread out imaginary sleeping bags on the floor, little streams and big rivers aren't too difficult, but somehow no one is wearing une robe verte or un corsage blanc when I want it, although the pantalon bleu is ubiquitous; but if we go to the bulletin board for qu-est-ce qu'il y a à manger, we find sloppy joes!

But the songs! I reserve Chevalier de la Table Ronde for 9th grade, still censor the vocabulary, leave out half of the verses and draw the line at lying on the floor with my feet against the wall, letting the wine from the robinet run down my gullet, as I once did at a New Year's Eve party. I usually just draw a tombstone on the blackboard. La cloche de vieux manoir rings loudly, I draw pictures in the air of les sapins verts, I weep copiously for toutes les jeunes filles qui n'ont pas de maris; it's a little difficult having the tail of a mouse go down the ear of a cat, as my finger seems to go down my own ear and wrong end to, for describing a mouse's tail. I guess the performance of Peter and the Wolf is probably the wildest. I waddle and paddle like a duck, I climb trees with the cat (just my high stool); I tie knots in the rope and leap like the wolf, I flutter my wings and fly in circles, and limp along with grandpa. I play all the musical instruments, and finally deliver a lecture on the hypothetical symbolism of each character as applied to World War II.

The sugar part of the ham act, is a natural and almost automatic corollary of the ham. In the first place, it's much more comforting to get either your cue or your correction from a humorous gesture than from a voice, the tone of which is often received as impatience even when it isn't, and let's face it, often is impatient. In the second place, the students are so much more likely to be watching, which is certainly a prerequisite for paying attention, when there is something happening, that their errors are fewer and their self-correction is as rapid as a Hollywood double-take.

continued

This ups the quota of delighted praise and lowers the criticism; and no one who is criticised or corrected very often is going to open his mouth to speak. In the third place the teacher begins to resemble a human being (although this is always open to suspicion by students). In the fourth place it helps keep me awake and alert. No one ever said teaching was easy, but boredom is the hardest, most ennervating sleep-inducing factor in life. When you work hard the kids recognize it. Then on the rare days when you really are tired and sleepy, or find yourself hard put to it to make skill drill interesting, you can just say so, drop the whole thing and have everyone letter new French proverbs for the bulletin board, or sing all period, or talk about air pollution. This also tends to make the teacher look human, which keeps the kids confused and really challenges their convictions.

We should try to ham up one song together. I always try to time this one to finish just as the bell rings, so you may consider class dismissed as we wind up La Marseillaise together.

Beryl Bucklin
Jason Lee Jr. High, Tacoma

A couple of approaches that help stimulate participation and break monotony of presentation are as follows:

Oral multiple choice in review work, e.g.,

Quel temps fait-il?

Il fait ce qu'il veut.
Il fait ses devoirs.
Il fait lourd aujourd'hui.

Completion of dialogue with alternate response to be provided: AMSCO publications has excellent leaflet of same for first and second-year levels. Originals can readily be patterned after above.

To articulate ourselves into the curriculum seems to be a serious problem as we attempt a purist approach to each unadulterated language. I use art appreciation with slides covering the entire history of art and comment in English to all my classes. Later, I make an accented study of French artists concerned in my presentation. Why divorce when you can marry and enjoy enrichment?

G. H. Labrecque
Columbia High School, Richland

As far as interest activities, I like the idea of having my first-year students get away from all the grammar learning once in a while. So I have them read simple fairytale stories, such as The Three Little Pigs, in German. It not only helps them to relax, so to speak, but it helps increase their vocabulary and lets them see the principles they have been learning put into practical use.

Miss Carol Mueller
Almira High School, Almira

It is my conviction that the teacher has to meet with the students outside the class too if he wants to be successful in teaching foreign languages and if he wants to establish good rapport with the students.

I was able to do this by introducing fencing as an extra-curricular activity and a complement to learning the language. It is adventurous, it is attractive. It requires self-discipline and chivalry. I experienced that the students who are engaged in this activity have a more favourable attitude toward learning the language, and they are also more apt to identify with the teacher. It works! Unfortunately not all students can afford it. It is my opinion that it would work with most of the sports or activities, provided that the teacher has the necessary skills.

Sidney J. Grosman
Wenatchee High School, Wenatchee

Students are encouraged to bring objects from home to the class. These objects or materials are usually from different lands. When we are studying one of the conversational languages, we talk about the object in the language and ask questions in that language. A table is in the room to display the items on.

We encourage speakers to come to the class. In the past, we have had foriegn exchange students from Columbia, Mexico, Venezuela, and other speakers from France, Italy and Germany.

Janet E. Leth
Centralia High School, Centralia

Our materials, SPANISH FOR COMMUNICATION (SFC), have allowed us to do some unique classroom activities because SFC is programmed both for teaching and learning. We have exchanged classes for a week at a time, on alternate days, or at a moment's notice without the students reacting negatively to the change--in fact, a new face offers an opportunity to listen to new voices.

We not only exchange classes in the senior high but we have been able to do likewise with junior high teachers. This allows us to interest the students in continuing and it allows the other teachers to observe how students perform at other levels.

continued

Each year we have more students with class conflicts and many would not continue except that they are able to keep up with a regular class because of the programmed materials; if they wish to accelerate, they are also encouraged to do so.

We feel that language should be used with native speakers and so we attempt to arrange for visitors to our school at least once a week. These come from other schools (exchange students in our own district), a local military academy which has a high percentage of students from Mexico, teachers from other schools, sailors that come into port, and we ask our students to suggest names of people that they know of in the community.

We try to entice junior high students to continue in Spanish by having students from the senior high accompany the teacher to the junior high. There they answer questions, work with groups, with individuals, or with the while class, however the junior high teacher directs.

Spanish students are now experiencing the April foreign culture this spring quarter for the first time in a formal situation. The Iberoamerican Cultural Exchange Program has helped us to have 26 students, accompanied by a teacher, travel and live with families in Mexico City for a seven-week period. The full results have not yet been tabulated on this program. (See Travel for details).

Whenever possible we ask other department members to present ideas from their specialty. We have been able to invite art teachers, both teachers and cadets, to the classroom and also to prepare students before visiting traveling exhibits at the local art museum. The history department has given special lectures on Mexico especially in preparing the students for Mexico. The film class has shown our movies to its class with Spanish students visiting or they have simply invited us when a particular film deals with Spanish. We have been able to share classes with humanities and communications classes with certain speakers. We share whatever we feel will interest our students.

Our district coordinator has been able to establish area chairman in foreign languages at each one of the four high schools. This person is responsible for articulating the junior and senior high levels but he has the latitude to release teachers so that they may visit others; visit, guide and critique new teachers; supply materials when they are needed on a short basis; administer aptitute tests to ninth graders to try to attract them to the foreign language program; and, in general, do anything which will diminish attrition.

Besides the above, we attempt a lot of other activities to interest students at different times, e.g.,

Participate in the national AATSP exams.
Write to pen pals and report on letters received.
Study individually in carrels.
Listen to Spanish music on tapes: guitar, rock, etc.
Adopt a child through the Spanish Club.
Play bingo for practicing numbers, scrabble for vocabulary and monopoly for conversation.

continued

Visit local Mexican restaurants.
Attend plays and movies at the University of Puget Sound.
Read Chispa, Adelante and/or Lazarillo for conversation or composition.
Create situations where students react for free conversation.
Note individual birthdays on the calendar "para felicitarlos."

Our main concern is to show the students that we are interested in them and that we want to involve them in what we are doing.

Ralph Emerson, Jim O'Neill,
Cecilia Schneider, & Cenobio Macias
Wilson High School, Tacoma

As a Latin teacher who hasn't taught Latin for lack of students for some time, I hit upon the idea of offering Latin as a vocabulary building experience. We deal with cognates, roots, prefixes and suffixes, etc. I have a small but enthusiastic class and we are hoping to expand to a Latin II section next year.

Dorothy Leedy
Sehome High School, Bellingham

LETTERS

I taught in a girl's lycée last year. I had my students all write one letter in English to different former students of mine in Lyon. They were to describe either American Thanksgiving or Halloween. Many received responses.

Students were to imagine that a Swiss person of their age was going to spend three weeks in the summer with their American families. The French students had to write a letter in French describing their home, attitudes, preferences, schedule, etc. Most wrote better letters than tests because they really would like to welcome a Swiss person to their home.

Mrs. Susan M. Redd
Mount Vernon High School, Mount Vernon

We have French pen pals, which even my sophisticated students sign up for. They love getting and sending the letters. They usually get together with me and write a paragraph in French at least. This really helps maintain their interest in French. The pen pal names come from: Bureau de Correspondence Scolaire, University of Illinois at Urbana-Champaign, 59 East Armory Avenue, Champaign, Illinois 61820, and cost 40¢ per student.

Coralie Johnson
Franklin Pierce High, Tacoma

Although not a new idea, I have found pen pal letter exchange quite successful in stimulating students to learn new vocabulary. Names of students abroad may be obtained through such agencies as the Foreign Correspondence Bureau in Kansas or the International Youth Service in Turku, Finland.

Letters in Spanish can be exchanged with other Spanish classes within the state--but from differing geographical areas. This could be used instead of, or in addition to having pen pals abroad, since replies are usually faster. At the end of the year the classes may visit each others' schools and communities as a culmination to their Spanish correspondence. For example, Granger High students are hosting a Seattle area Spanish class for a Friday and Saturday visit. They will return the visit two weeks later.

Miss Carol Buskas
Granger High School, Granger

MAGAZINES

Bonjour, a scholastic magazine, has been my students' favorite and the records are really worth ordering.

Kathleen Mohn
Washington High School, Tacoma

We subscribe to Paris Match magazine and we use them for second year students who wish to read and report on any article from there, as it is a current events magazine and is of interest to the students. We also use the magazine in third and fourth year classes, as we have no basic textbook in those classes. The students read articles and report on them. The address is: Paris Match Inc., 22 E. 67th St., New York, N. Y. 10021.

Coralie Johnson
Franklin Pierce High, Tacoma

I get "Qué Tal" magazines with an accompanying record to use in the classroom. The magazine may be ordered from Scholastic Magazines, 902 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. It is available in French, German, and Spanish on three levels.

Mrs. Harlene Hultman
Hoquiam Jr. High School, Hoquiam

Have the students do "make believe" orders from Quelle.* These are varied according to class--might be for a ski trip, furnishing a house, a trousseau, etc.

*A large, German, mail-order catalogue.

Mrs. Dorothy Smith
Lacrosse High School, Lacrosse

I order a children's magazine from Argentina called "Billiken". Seventh graders look through the magazine, finding words that they can understand, being similar to English. Lists are made and compared. Theory: Spanish is easy.

Sylvia Hall
Washington Jr. High, Yakima

Read "El Sol" and play "High School Bowl". Have the students submit questions and answers to be used.

Susan Nees
West Valley High, Spokane

Some good reading material for students is as follows: Scholastic Magazines, 50 West 44th Street, New York, N. Y. 10036; Deutsch für Ausländer, Hermann Kessler Verlag fur Sprachmethodik, 533 Königswinter 41, Peanuts auf Deutsch, Aar-Verlag, 6071 Götzenhain.

Mrs. Marie Daneš
Puyallup High School, Puyallup

NEWSPAPERS

First year students wrote interviews and reports on students in their class using vocabulary they had already mastered in their first lessons on the texts.

Mrs. Susan M. Redd
Mount Vernon High School, Mount Vernon

PLAYS

Adapted from a Grimm fairy tale by a second year student and presented by her second year class. It was a good chance to work on pronunciation, role-playing, etc. It gave a boost especially to weaker students who, because of the play's success, have a more positive self-concept regarding foreign language learning. We rehearsed twice a week during regular class time for a month and produced it for the other foreign language classes with props, costumes, sound effects, and a narrator.

Sam Saltonstall
Hazen High School, Renton

My students enjoy writing and performing puppet shows. I usually make this a class project in my second-year junior high school group, since by that time their vocabulary in French is extensive enough to produce some really original and amusing shows. I stipulate a minimum of 25 lines per person, none of which need be memorized. We have an improvised puppet theater in the classroom for hand puppets (not marionettes). The students work in groups of their own choosing, writing the shows (rough draft then final draft), making hand puppets of cloth, buttons and yarn, and painting scenery for a backdrop. When the shows are presented, we invite other classes to attend and watch them. Even if they don't understand French, they get a general idea of the plot...and just seeing how much fun the students are having is a good advertisement for the foreign language classes. There is no need for a large outlay of cash. Puppets are made from scraps, and the theater is improvised from our class tables. It could easily be done in a doorway also. All that is needed is space for the students to sit down, then hold their puppets up.

Mrs. Judy Earle
Cascade Junior High, Seattle

Whenever we receive word that a French opera will be appearing soon in Vancouver or Seattle, we obtain copies of the libretto and the music and begin a unit on the opera in advanced French classes. By the time we have mastered the material, we have purchased tickets for the event and all go off for an evening at the opera. We certainly understand more of what is going on than most of the people in the audience. If time and money permit, we stop at a French restaurant first.

Phyllis Cronkhite
Sehome High School, Bellingham

This activity is an interesting way to introduce new vocabulary and grammar construction. Sometimes we make up our own Spanish dialogue for short plays based on fairy tales or children's stories and other times we use those already written in various books such as "Horas Encantadas". Then after we master our parts, fix scenery, costumes, etc., we present our plays to the elementary student body in our school. The stories are familiar to the children and they enjoy hearing them done in Spanish. The elementary teachers say it also stimulates their social studies program.

We have also made hand puppets and presented puppet shows. A puppet show can be prepared in a shorter time because we can read the parts instead of memorizing them. Each student has his own puppet body (in actuality a mitten with a thumb and a little finger) to fit his hand and then we just need to make new heads to pin on the bodies each time we change stories. I am also school librarian (K-12) and utilize my Spanish students and their puppets in my story time for the lower grades. I read them the story in English and the Spanish students with their puppets give it to them in Spanish.

Eileen Brooke
Wellpinit High School, Wellpinit

A short play from the book Sal y Sabor entitled "Why Speak Spanish" is presented by students for members of the class.

Sylvia Hall
Washington Jr. High, Yakima

Combine enthusiastic students of all levels to perform plays or good skits for Parents Night, PTA, etc. Puppet shows with German characters are also good for students to participate in.

Mrs. Rosemarie Voyles
Meadowdale Sr. High, Lynnwood

Each class puts on a skit at the end of the first semester. On a particular day all Spanish students are excused from other classes. The program consisted of the following:

a. Conversational Spanish - situational dialogues
b. First-year students (two classes)
   Goldilocks y los tres osos
   Jorge, el curioso
c. Second-year students - comedy, El estudiante
d. Third-year students - En la escuela (skit written by students)

Extracurricular activities help the students enjoy Spanish, but from a different angle. Fifty four students signed up to go to the opera "The Black Widow". I explained to the students that the opera is based on Unamuno's Dos madres as well as other information regarding the background of the opera. The students seemed to be impressed and asked me numerous questions. Explanations were given in English.

Mrs. Clarita B. Ellison
Langley Sr. High School, Langley

I have used the video-tape TV equipment very successfully for skits and dialogues. The equipment is set up by trained students and/or the teacher. It is very effective if the students are well-prepared.

Mrs. Joanne Lonay
Tyee High School, Seattle

We have skits, varying from very simple to elaborate, with costumes and "sets" (researched and authentic) and memorized lines.

In using Peanuts cartoons, either translated or original, have students illustrate them.

Mrs. Dorothy Smith
Lacrosse High School, Lacrosse

Junior high students love to do skits for the class. Usually their acts are short and not too elaborate, but once a year we have super skits complete with costumes and props. The dialogue is all original and presented from memory.

Susan Austin
Seahurst Junior High, Seattle

RADIO, TV, SHORT-WAVE

We listen to a French-speaking radio station occasionally. It broadcasts from Vancouver on the FM dial.

We watched Chez Hélène, Channel 2, 10:45 a.m., and Galloping Gourmet, Channel 9, 11:00 a.m. during class hours. I have recommended Julia Child, Channel 9, and Pensez vite, Channel 2.

Mrs. Susan M. Redd
Mount Vernon High School, Mount Vernon

SINGING

I tape any good songs that students might like to sing from various records, performers, or just plain good piano accompaniment to sing with.

Sonja P. Harmon
Columbia High School, Richland

Granger High School Spanish II students teach Spanish songs and games to Granger elementary pupils once a week during their regular class hour. Last February (1971) they performed on an educational television program which was aired in the Yakima Valley.

Miss Carol Buskas
Granger High School, Granger

I long ago found that some classes will sing and some classes won't. I do not try to force the non-singers but accept it as a fact. One day I put on a song tape and flashed the transparency with the words of the song on the screen and then said, "Oh, that's right, you are the class that doesn't like to sing". And from the back of the room came a very sincere comment, "No, but we like to listen." From that day on I made it a point to have "singing" songs and "listening" songs.

Dorothy Gonsalves
Sehome High School, Bellingham

Mexican folk tunes are learned from records or myself accompanied by guitar. These songs can be ordered through many companys.

Sylvia Hall
Washington Jr. High, Yakima

If you need a copy of "Bon Anniversaire" with the French words and melody, please contact the person below. I have used some songs by Francoise Hardy and have the words to "Il Est Tout Pour Moi", "Tous les Garçons et les Filles", and "Ton Meilleur Ami". The kids enjoy them in junior high, but even more so in senior high. The only place I know of to purchase her records is The Warehouse of Music in downtown Seattle.

Lynne M. Pursel
Totem Jr. High School, Kent

Songs are learned in Spanish, German and French. The class then goes around to the block classes which are studying the countries of Germany, France, and Spain and sings to the classes.

Janet Leth
Centralia High School, Centralia

Singing German songs for other groups is a good learning experience for the students.

Mrs. Rosemarie Voyles
Meadowdale Sr. High, Lynnwood

Deutsche Volkslieder, Philipp Reclam Jun. Stuttgart. Songs can easily be related to the appropriate season, holiday, german festivals. "Rounds" are easy and very well liked.

Mrs. Marie Danes
Puyallup High School, Puyallup

SPECIAL CATEGORY FOR UNTESTED IDEAS

Teaching foreign languages by utilizing the "super normal powers of the mind". This refers to information on psychic discoveries behind the Iron Curtain (Bulgaria). Interested readers please contact the teacher below for further information.

Burton C. Lemmon
Gray Junior High School, Tacoma

TESTS

I have irregular and regular verbs conjugated on charts along one wall of the classroom. It helps students during both oral work and tests.

Every Monday I start the class with a mini exam or pop quiz over previously studied material. It helps refresh the student's memory of vocabulary and grammar. On Friday, I give another mini-exam over the same lesson. Students turn in the better of the two grades from that week's mini-exams.

Mrs. Susan M. Redd
Mount Vernon High School, Mount Vernon

Second-year students have been encouraged to participate in the National AATSP examination, not for the reason of being highly competitive, but for "I know that we are not expected to set the world on fire, -- but where can you gain such a unique experience for only 50¢?" Twenty of my students registered for the examination. I consider this a field trip highly worthwhile.

Mrs. Clarita B. Ellison
Langley High School, Langley

All of the students test papers are written so that directions and a description of what is going to be on the test is on the right-hand side of the paper and the test itself is on the left-hand side. All of them are then bound in an AUTO-TESTER which reveals only the right-hand side, and when the student is ready for the teacher pulls out the entire page.

Jim Olsen
Lake Washington School District
Kirkland

TRAVEL

We took three classes of French students to visit Radio Canada (in the Vancouver Hotel) and the Alliance française de Vancouver (6161 Cambie Street) in Vancouver. French-speaking people were our hosts.

Mrs. Susan M. Redd
Mount Vernon High School, Mount Vernon

We are involved in the Experimental Schools Program in our district and receive federal subsidy from the government for our study tours. I took a group (20) of students to French Canada during our Interim and there were study tours to Hawaii (geology), Germany (German students), and Far East (social studies) as well. My program received subsidation from the State Gifted Child Fund, but the other programs were subsidized by the government.

Coralie Johnson
Franklin Pierce High, Tacoma

In the spring when the weather begins to encourage such things, we take a class for a trip to a German area (a favorite is Robson Street in Vancouver, B.C.). We visit the German stores, buy things in German, have lunch in a German restaurant, and then visit a German sausage factory.

Carole Ellison
Sehome High School, Bellingham

We at Washington High School have a 4 - 1 - 4 program which means that during the January interim month we are able to offer international study trips. I spent a very exciting time with 14 students in Mexico this January touring and staying with families. All of these kids are more than interested in learning to speak and use their Spanish now. Their enthusiasm can't help but be contagious!

Each Friday I have attempted to expose the kids to Spanish and Latin American culture in as many ways as possible: slides, films, songs, letters, guest speakers, games, etc. I brought a group of Mexican exchange students that were studying at a private school in Tacoma, (Marymount Academy) and had them walk around the campus and visit with my students. One of the most influential experiences was when we had a group of our students, who went to Mexico in January, show slides and talk about their trip to my classes.

John P. MacGillivray
Washington High School, Tacoma

Field trips to French restaurants (Gérard's, La Creperie), drama presentations (University of Washington and Seattle University), and The Movie House (french films) are always of great inspiration to the students.

Planning a field trip to the University of Washington to visit French classes there. There is a great need for rapport twixt the secondary schools and the institutions of higher learning!

Mrs. Louise Collins
Roosevelt High School, Seattle

An annual trip is made to Zillah to the tortilla factory where we observe how Mexican food is prepared. We eat an authentic Mexican lunch and view the artifacts on display there.

Sylvia Hall
Washington Jr. High, Yakima

Arrange a field trip to a nearby college or university (University of Washington). Students observe beginning and intermediate classes, eat lunch in German House dining room, and converse with college students and professors.

Mrs. Rosemarie Voyles
Meadowdale Sr. High, Lynnwood

I took two students to visit classes at Bellevue Senior High and Interlake High Schools. Before going I explained to them that I could gain a lot of pointers, but I would also like to gain suggestions from the students' perspective. I asked that they write their evaluations, jotting down ideas to incorporate in our program to improve it. Reports were given the following day to the class. The students were given a free hand and I did not even read their reports beforehand. Outcome: Students reported on the oral presentations of the classes they had observed and suggested that they all try harder to speak nothing but Spanish in class. Desks were rearranged in a semi-circle to facilitate conversation. The two students also admitted that although our weakness was in oral presentations, they could write better. We had observed two third-year classes, and my students picked out the mistakes without any trouble.

We have acquired tapes this year, and will have Level II tapes soon. The students may also take advantage of the fact that their teacher is a native speaker and can help them if they really want to learn to speak. Consensus: Quite positive.

Mrs. Clarita B. Ellison
Langley Sr. High School, Langley

A neighboring community has a strong Russian-German cultural background. Each Sunday they have a complete church service in German for the "oldsters". Once each spring the advanced classes go to this service and hear themselves welcomed and discussed from the pulpit in German. We return to my home for a hearty breakfast featuring German sausage. Only German is spoken at the table. Last year this group broke up three hours after they sat down at the table.

Mrs. Dorothy Smith
Lacrosse High School, Lacrosse

This complete letter from Tacoma's Ralph Emerson is a good description of a contact study abroad program.

Thought you might like a line on Tacoma's Mexican venture.

Spring quarter at Wilson High began a week late because of the snow, so we had only two weeks to prepare for the trip instead of the three we had planned on. They went well, though.

Cenobio Macias spent an hour each day with the students, teaching and reviewing the structures and vocabulary of Spanish they might need for the situations they would be likely to encounter in Mexico.

We were most fortunate in that the ICEP (Iberoamerican Cultural Exchange Program), the organization that arranged our Mexican stay, happened to have in the area a Mexican teacher, Luz Blanco. Her profession in her home town of Puebla, Mexico, is the teaching of Mexican history. The ICEP arranged to have her stay in Tacoma with the family of one of our students during the time we were studying Mexico. She delivered an hour lecture each day, which included questions and answers, on the history of Mexico. It was all in Spanish, and she did a tremendous job. She spoke carefully but freely and with lots of animation, and repeated whenever necessary. The students learned a lot and really liked her.

Since a few of the students had had only two years of Spanish, Cenobio or I gave a capsule resume of what she said each day, in English, and we encouraged the class to ask questions at any time.

Esperanza Gurza, of U.P.S., graciously came to the class and gave an excellent presentation, using slides and recordings, on what Mexico meant to her, a native Mexican.

We asked Professor Garfias, Ethno-Musicologist of the University of Washington, to talk to the students. He gave an outstanding presentation on the music of Mexico. He also chatted a bit about the customs of the country.

Kiki Remos, our cultural resource person in Tacoma, taught the class some songs, including the top Mexican hit. (The kids were really thrilled when they actually heard the song being played in a Mexican restuarant later on.)

continued

Señora Marquez, another native of Mexico who teaches Spanish in a private school in Tacoma, showed slides to the students and talked to them about the customs of Mexico. The class thought she was great and enthusiastically agreed to having her come a second time, which she did.

The group also studied the geography of Mexico, the textbook Las Muchas Facetas de Mexico, and each student read a book of his choice relative to daily life there.

As per schedule, we took off from Sea-Tac at 8:00 a.m. on March 31, and with a two hour layover in L.A., landed in Mexico City that same afternoon. Jerry Aurand, Director of ICEP, and several native Mexicans he had arranged for, met me and the 26 students at the airport and we all went by taxi to the Hotel Diligencias, where we based our operations for a week.

The week constituted our orientation period, during which the students received a great deal of instruction in what to do, what not to do, what to say, what not to say, what to eat, what not to eat, etc. Some of the instruction was in group meetings and some came during our trips to different points of interest in the city. The native Mexicans traveled with us most of the time and did a lot to help the students adjust to the city and its ways.

Our travel in the city was done on foot, by city bus, and by the recently constructed subway system. The subway, modeled after that of Paris, is beautifully done and is a marvel of efficiency. It moves a million passengers a day for 8 cents each.

Some of the places we visited during the orientation were several markets, where the students had their first chance to try their hand at haggling with the vendors, the Palacio de Bellas Artes, where the Wilsonites observed the dawn to sunset sequence on the famour glass curtain made by Tiffany's, followed by a magnificent performance of the world renowned Ballet Folklorico de Mexico.

One day we chartered a bus and went north to Teotihaucan to climb the Pyramid of the Sun and the Pyramid of the Moon. Some turned a little pink in the sun, but most made it to the top of all 240 steps of the Pyramid of the Sun, and some climbed the other as well.

Everyone got to see a Mexican movie as well as an English one with Spanish titles.

We visited a former professor of one of the univerisities in his home and he told us all about a statue he had owned for a number of years. It was originally found on the gulf coast, buried in the alluvial plain. It became an extremely important archaeological find, and after the National Museum of Anthropology was built he donated the statue to it. After hearing many interesting things about the statute, we went to the museum to observe it.

continued

The many well known murals of Mexico, depicting Mexican history, came alive to students in the light of the history they had already studied back at Wilson High. They were observed throughout the city in hotels, government buildings, and at the famous new National University, which enrolls about 100,000 students, at twelve dollars a year each, if they are citizens.

We toured the castle of Chapultepec where Maximillian, the French emperor, sat in his throne room, and which is now a museum of Mexican history. It is also the site where, in 1847, the United States Army attacked the military academy, and the young boys, the "child heroes" of Mexico, hurled themselves off the cliffs rather than surrender.

The students learned that the famous Plaza of Three Cultures, where Aztec ruins, a colonial church, and modern structures all stand together representing three different cultures, is now popularly called the Plaza of Four Cultures. It seems that when a large group of university students met there in 1968 in a classroom building in opposition to the government, government troops were ready for them, turned on floodlights, and machine-gunned them from across the square. Many were killed, including innocent civilians in surrounding apartment buildings. This was related to us by a level-headed young man who was a student at the time it happened.

The glass that was shot out of the classroom building is still gone, but many bullet pock marks can be seen in the concrete. The reason we don't hear about such things is that troops immediately attack any reporters, smash their cameras, etc. But these are some of the things the students are finding out about.

Now the students are in their new homes and seem to be happily enjoying their own individual experiences. They are attending their local high schools with other teenagers in their respective families. Of course they won't be here long enough to take complete courses, but can audit the classes they like. Some are acting as assistants to English teachers.

Each student is also working on an individual project on some aspect of Mexican life.

With true Hispanic hospitality, most of the families are taking their new offspring to other cities to see a lot of other points of interest, all of which should add a great deal to the experience they are having.

During the final week we'll all take a trip together by chartered bus to Veracruz and points in between. That will take us through an area which is, among other things, one of the richest archaeological areas of the country.

Then back to Tacoma for the final weeks at Wilson High, when we'll gather things together and travel to other schools and other classes in Tacoma to share with the students there some of the many learnings that have accrued.

Ralph Emerson
Wilson High School, Tacoma

TUTORING ELEMENTARY STUDENTS

STEVENSON CHILDREN HABLAN ESPAÑOL

The usual rhymes which children sing while jumping rope or bouncing a ball are being given a "south of the border" flavor at Stevenson Elementary School this spring, because the youngsters have been taught to sing them in Spanish. Children in five classrooms (2nd, 4th and 5th graders) are receiving Spanish lessons from a group of Odle Junior High School ninth graders who are members of Mrs. Jo Love Beach's advanced Spanish classes.

"We're very excited about this program," said Mrs. Beach. "Twenty-seven of my students visit Stevenson twice a week for half an hour (Tuesday and Thursday at 9:15 a.m.), and each of them works with three or four of the Stevenson children. The younger children enjoy their Spanish lessons tremendously, and are quite proficient at the Spanish names for numbers, colors, etc. Each child has been given a Spanish name by his teacher." She stated that the youngsters particularly enjoy learning playground rhymes in Spanish.

Mrs. Beach explained that teaching the younger children also benefits her ninth grade students. "It gives them a chance to use the knowledge of the language which they have gained," said Mrs. Beach, "and also gives them experience in planning lessons and creating activities to help the Stevenson children learn Spanish."

These activities include teaching the children the Spanish equivalents of the names of animals and the sound they make, so they can sing "Farmer in the Dell" in Spanish. Mrs. Beach explained that animals say different things in the various languages. A Spanish rooster, for example, would never say "cock-a-doodle do," but instead utters something that sounds like "kee-kee-ree-kee."

The teacher stated that because her present ninth graders were in elementary school at a time when Spanish was still a part of the curriculum at that level, they are particularly proficient in the language. "By next year," said Mrs. Beach, "we will have ninth graders who have had three years of French or German, since it will be the third year of our new junior high school elective languages program. Our French and German teachers have expressed an interest in having their students offer language lessons to elementary students in a program similar to that offered by our Spanish students this year." Mrs. Beach surmised that if this should come to pass, the playground at Stevenson might develop quite a cosmopolitan air, with children jumping rope in three languages.

Copied from Bellevue Public Schools
News Release - May 26, 1972

VISUAL AIDS

About ten times this year, students were given a homework assignment which required them to find pictures of vocabulary studied that week, and to label them correctly in French. For credit they had to identify orally their pictures in French.

Mrs. Susan M. Redd
Mount Vernon High School, Mount Vernon

Hold up amusing pictures or show slides and have the students describe or ask questions about the picture or slide.

Show and Tell -- bring a favorite object and talk about it.

Mrs. Shirley Garrison
Federal Way High School, Federal Way

The back wall of my classroom was beige in color, uninspiring, and unusable for display space because of a decree from on high. I received permission to have a mural painted on it, and a student began to sketch the scene that same day. We now have a typical Mexican plaza scene with church, market place, houses, a fountain, etc. Very effective for teaching many things, and great as a background for skits. It also looks realistic on video-tape!

Dorothy Gonsalves
Sehome High School, Bellingham

S E C T I O N III

UNIVERSITY AND COLLEGE FLITE IDEAS

Course Sequences: I am happy to take advantage of your request for information to acquaint you with new course sequences to be set up next fall by the Department of Romance Languages. They consist in 3-quarter sequences in French and Spanish on the first-year level to teach students to read the foreign language with a high degree of skill, and to understand the spoken language moderately well.

There is nothing new or original in such a sequence, either in its methods or its goals, but we think that it may provide language instuction to an audience whose needs have hitherto not been met. Transfer students at the junior and senior years have usually decided on a major but may still want to learn a foreign language; they cannot typically afford the two years of our regular undergraduate program. In addition, graduate students have only one resource available, the quickie cram course to pass the reading exam. In most cases they cannot assimilate enough to be able to use a foreign language as an effective tool of scholarly research. These sequences will be on the 100 level, though the precise numbering is presenting something of a problem.

I would be glad to learn of any other reading programs in the area, and to answer questions should anyone express an interest.

W. H. W. Field, Asst. Professor
Dept. of Romance Languages
University of Washington, Seattle

Since, by its function, our department trains students in Foreign Language for careers in the field of teaching in secondary schools and also prepares others for graduate school, this situation is reflected in the current direction of our planning.

Course Sequences:

A. As to programs:

1) For the full academic year 1972-73, Seattle University will inaugurate a French in France program in Grenoble under the direction of one of the faculty.

Features of the program:

a) no language prerequisite-therefore beginners are eligible.
b) one full year's work for one full year's credits (45 hours).
c) the program is totally integrated within the Seattle University curriculum and there is no need for adaptation to any other academic system.

2) Beginning summer 1972 - a two track program of specialization for French majors:

a) teaching track with the Summer Institute: Fr. 450, Methodologie; Fr. 451, Culture-Civilization; and Fr. 452, Language Improvement, for 15 credits.
b) intensified Literature, Culture-Civilization program preparing students for graduate school.

continued

3) Since the department is also serving the other areas of the University, a distinction has been made in course approach and content for the students who plan to use language as a research tool in their discipline.

A reading course--3 consecutive quarters--where the student learns to dissect the language for scholarly purposes is offered in French, German, Italian, and Spanish. This course meets the language requirements of the departments and prepares the student for the Graduate Reading Exam. An intensive program is also offered in the summer, meeting 3 hours per day for 15 credits.

Interesting Classroom Techinques:

B. As to activities and techniques:

1) A student reading room stocked with revues, magazines, newspapers and reference material is provided for the students of the department. It is located on the same floor as the faculty offices so the students may consult the professors who make themselves available.

2) In advanced literature classes--for example Fr. 435, XVIIth Century the Enlightenment--which are conducted in French, an interdisciplinary direction has been given by inviting a philosopher, a historian, a political scientist, to conduct a number of seminars, with the class professor, focusing each on the particular aspect or point of view of his discipline (whenever possible in French). This is an area which we are expanding either on a theme or a problem format.

3) In an introduction to literature class, the students--given a theme: Snow White and the Seven Dwarfs--wrote a short play in German under the professor's direction and performed it in class.

These are a few of the current activities which may be of interest to collegues in the field.

Gerald Ricard, Chairman
Dept. of Foreign Languages
Seattle University, Seattle

Interesting Classroom Techniques:

I have only one idea to share with you, one which has helped increase our class size and maintain same in the past year. I'll try to describe it to the best of my ability.

The idea is simply a Spanish lunch; that is, I and my fellow teachers get together twice weekly with our students for lunch in our University Center. There is no prescribed topic of conversation; subjects range from pollution and its control to boyfriends and the activities of the dorms and the previous or forthcoming weekend. My colleague and I are available for a two-hour span so that we can accommodate a greater number of students.

That is the "idea" for which you asked. We tried it with modest success last year (1970-71) and again this year. Results this time have been very good.

continued

One factor that helps keep interest up is that we give the more advanced students all opportunity to help the less advanced ones along. This makes it seem less of a teacher-student operation.

Professor St. John Robinson
Department of Foreign Languages
Pacific Lutheran University, Tacoma

Individualized Programs:
Effective next September, the Department of Germanic Languages and Literature at the University of Washington will offer students in elementary German classes an option for individualized first-year German instruction. Under the coordination of Professor Howard B. Altman, students will be permitted to register for German 104 (individualized first-year German) each quarter until they have earned a maximum of 15 hours of credit. In any given quarter, a student may earn from none to fifteen hours of credit depending upon his level of achievement. Students will be allowed to work at their own pace. The program will be established on an experimental basis and, if successful, will expand in future years to offer options for pursuing different goals in the basic curriculum. Further information will be available directly from Professor Altman.

Professor Howard B. Altman
Dept. of Germanic Languages and Literature
University of Washington, Seattle

Besides courses offered in the catalogue, we have started a program quite comparable to a miniature West Coast Middlebury. We have been allowed to use three houses on Lawrence Street and keep language activities going there independently or in conjunction with the actual foreign language program. Here is a short description:

Foreign Language Houses: The language houses at the University of Puget Sound use one foreign language, French say, to learn another related language, Spanish or Italian, for example. The students are grouped according to both the foreign language they have in common and the related language they want to study. At present, we have Germanic, Romance and Slavic houses on campus.

Super-Mini Courses: A four-week course covering the entire sound and structure system of a language, the super-mini course makes it possible for eager students to challenge first and second year language courses and to proceed to advanced classes in conversation and literature as quickly as their abilities permit them to. To date, courses have been given in French, Italian, Chinese and Arabic.

Comparative Literature: So much for languages. We also have a program in Comparative Literature which offers students with competence in more than one language an opportunity to advance in that language. Courses are taught in English and in the language of interest to a group. This is done at undergraduate and graduate levels. The current M.A. program in

continued

Comparative Literature has served some fifteen local teachers happy to attend all sessions: Monday and Wednesday in English, Tuesday and Thursday in French, Friday in Spanish or German.* All the directed reading is available in these languages. As we see possibilities for further development, more language options will be available at all levels.

*Summers.

Dr. J. Martin, Chairman
Department of Foreign Languages
University of Puget Sound
Tacoma

Intensive Summer Programs:
Washington State University offers German and French in two intensive summer programs. Instruction is by the direct method. Students spend eight hours a day, five days per week, for a period of eight consecutive weeks in class. The instructors are changed each hour, as is the material taught, in an attempt to keep the programs varied. The staff of each program uses, at various times, grammar, songs, games, readers (in literature, culture and civilization, sociology, mathematics, history, etc.) slides, films, magazines and newspapers. Guest lecturers are also included at times, usually native speakers, to talk about life in the country whose language is studied. Results of the programs have been truly exceptional, since many of the students enrolled continue during the regular semesters with courses in the department.

For further information contact:

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